

OU social sciences staff attacked by review group

by Patricia Santinelli

Staff in the social sciences faculty of the Open University have little concept of who their students are and what subjects should be taught, an internal report by the university has claimed.

"We have encountered little evidence to suggest that the group referred to as the social sciences faculty has any recognizable educational philosophy as a whole", the report by the OU Methods Review Group, which has a brief to examine the work of all faculties, says.

"This is in the sense that it has no overall conception of who the students are which it wishes to reach, or what and how subjects should be taught."

The report criticizes the faculty which has produced the controversial course "Patterns of Inequality" for its inability to counteract or modify the self-interest of staff which, it says, affects teaching quality and maintenance of courses.

It urges that discussion of the course profile should be reopened to meet student rather than individual staff or discipline interests. A staffing policy to meet these requirements should be drawn up.

More emphasis should be given to the way written material is taught. This is done in other OU faculties and universities, it says.

Individual self-interest is also blamed for the failure of the faculty's attempts at introducing manpower planning: this self-interest is irrespective of overloading some members of staff, the quality of courses and the representation of courses.

Manpower policy should be taken more seriously to avoid the overloading of staff, the use of untrained staff and the production of units out of schedule.

More forward planning should be undertaken, giving more responsibility to course team chairman,

heads of disciplines and clarifying staff roles. Another serious omission is the lack of a mechanism by which the staff can learn, pass on and evaluate their experience of course production and maintenance because of the fragmented nature of the production effort.

The group is particularly concerned that a large number of courses do not have assessment questions each year and it strongly recommends that the faculty introduce some form of quality control and maintenance.

All these issues are made worse by the lack of an individual or group able to perform the unpopular and difficult tasks of questioning the priorities of his colleagues in the interests of students or the faculty as a whole.

Commenting on the report, the new dean of the faculty, Mr Andy Blowers said that a whole series of working groups had been appointed to discuss the report and would shortly be advising on what policies should be adopted on courses and manpower planning.

"We are certainly going to do something about manpower planning as we have accumulated a large amount of study leave, and it is clear that the university system cannot cope with present or future production levels," he said. "There is a definite need for systematic manpower planning, but this should allow for individual freedom."

He said that accusations of self-interest were unjustified. Naturally, self-interests had been reflected in the courses, but this was not to promote their own research but came from a genuine interest in the subject. As far as the production of courses geared to students' needs were concerned, he thought that there was little recognition of how difficult it was to obtain the right feedback.

On the subject of effective criticism on courses among colleagues, Mr Blowers said that the faculty carried out far more internal criticism than any other and this was something that would continue to be encouraged.

University teachers expect early response to pay claim

University teachers expect the Government to respond to their pay claim within the next 10 days. Mr Laurie Sapper, general secretary of the Association of University Teachers, said this week that negotiations had reached a critical stage.

A meeting of Committee B which includes Department of Education and Science officials as well as representatives of the teachers and the university authorities should take place next week. The Government's official response is expected at this meeting.

Informal discussions have been taking place during the last few weeks about how the rectification of the pay anomaly should be staged.

At its council last month the AUT agreed to modify its claim to ask for a 10 per cent rise from October 1 towards righting the anomaly in addition to whatever further education teachers are awarded in April. The council wanted the rest of the anomaly righted from this October.

Mr Alan Bell, MP for Bury, and Liberal spokesman on education has asked the Secretary of State for Education whether she will offer the parties in the university teachers' pay dispute the option of reaching a settlement for phased rectification of anomalies over two years backed by a guarantee of implementation on the lines of that offered to the firemen.

The 16,000 university technicians have accepted a pay offer within the Government's guidelines. They voted in favour of the offer which amounts to an increase of about 10 per cent by a majority of 2:1.

The increase has not been offered as a percentage but as a sum of money on each point of the technicians' scales.

Mr Roy Bird, a national officer of the Association of Scientific, Technical and Managerial Staffs, which negotiated the deal said this week that the offer was completely inadequate and had been accepted by his members because they were realists.

The said talks were still going on about differentials and the relation of university technicians' pay to that of other workers. They are expected to continue for some months.

Mr Bird warned that the universities could face a serious shortage of skilled manpower as technicians left for jobs where they could earn more. A small exodus had already begun but this would increase as the economic situation improved.

The provisional grants for universities announced by the Government in March allowed for salary increases of only 5 per cent. However, the Government promised to review the grant figures in the light of pay settlements and the revised grant is expected to cover increases within the pay guidelines.

DES staff 'could be cut by a third'

Staff in the Department of Education and Science could be cut by a third if some of the Secretary of State's existing responsibilities were turned over to locally accountable institutions.

This controversial proposal is contained in a paper prepared by three members of North East London Polytechnic's Centre for Institutional Studies.

It comes in response to an invitation to all interested parties to submit views for consideration as part of a current management review.

A committee of senior civil servants is considering the department's relationship with ministers, the rest of Whitehall and the local authorities in a period of economic austerity and public concern about education spending.

The paper's authors, Tyrrell Burgess, John Pratt and Tony Travers, argue that the risk of the management review should be to improve the effectiveness and accountability of the Secretary of State by reducing the number of tasks that he/she undertakes.

This in turn, they believe, should reduce the size of the department. "If officers of the department are

overworked, or if the number of branches seems inadequate, that is in our view a sign that functions should be pushed out of the department to those accountable institutions (like local authorities) which can better carry them."

"We suggest that you ask your management review simply to show how the department could do a better job (we emphasize 'better') on 1946 staffing levels. In view of the growth of responsibilities in the department since 1964 (for universities, arts and civil service) perhaps they should aim for a total administrative grade staff of 160 or so—thus reducing the size of the department by one third."

The paper concerns itself with the department's consistent disregard and misuse of the education acts; the way in which the department's unnecessary emphasis on planning leads to a blurring of the secretary of state's public accountability.

"The Education Act does not require the secretary of state to plan, and all the planning activities of the department have been harmful. Intelligent guessing about the future is a proper part of the background to judging the proposals of

local authorities. For centrally imposed madness."

Within any bureaucratic approach, there is first to seek solutions, increased initiative and the department; the alternative is to seek by Peter David

The former is in the hands of the existing institutions. The latter is in the hands of the education authorities at its last meeting advised members of the Education Act.

The latter, however, tent with the Acts and a committee of the Association of Metropolitan Authorities at its last meeting advised members of the Education Act.

In their view, the Education Act 11, 42 and 99 of the Education Act would give, Mr Tom Cauter, flatly contradicted advice

to the Secretary of State to give by its education officer and its representatives, the detailed duties on the Oakes committee itself.

These are the sections of the AMA having "given way" and accepted which, respectively, the proposal for a joint system of national and

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Last-ditch fight clears way to Oakes

by Peter David

The Oakes committee plan to bring polytechnic and colleges under the control of a national Education Authority and a member of the Oakes committee. It was eventually dropped in favour of another document by Mr Peter Sloman, the AMA education officer, advising acceptance of minority status.

The way is now clear for the AMA and its partners in the Association of County Councils to agree at a meeting today what their bargaining position will be at next week's final working session of Oakes.

Both associations have taken soundings from their members and are likely to hold out for at least nine members on the national body. The best they have been offered so far is eight out of a 25 or 27-member body, a slight increase on the original DES plan for seven local government representatives out of 24.

The others would be an independent chairman, two polytechnic directors, three union representatives and three other representatives of college staff. There would be between eight

tively distribute £400m a year of rate support grant money to local authorities. But his paper was bitterly opposed by Sir Ashley Bramall, leader of the Inner London Education Authority and a member of the Oakes committee. It was eventually dropped in favour of another document by Mr Peter Sloman, the AMA education officer, advising acceptance of minority status.

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The others would be an independent chairman, two polytechnic directors, three union representatives and three other representatives of college staff. There would be between eight

and 10 ministerial appointees representing the wider education service, industry and commerce. As an extra inducement, the local authority side has been promised that in the event of their representatives being unanimous but outvoted on an issue, it would be referred for ministerial decision outside the body.

But the internal dissent at the AMA would suggest that the local government side has been instructed not to accept the Oakes package unless the extra member is forthcoming. Mr Sloman's document disclosed that local government leaders had written to Mr Oakes arguing that "the local authorities are the partners of the DES in managing higher education and contributing 40 per cent of the cost through rates; they are not just equal to the other groups."

"The document warns that if Oakes was unable to offer the extra member, 'the choice might be between a minority report and dissent at a later stage. Given that even now is nowhere near a majority, perhaps dissent is not much worse to public opinion in an open confrontation. But crucial local authority interests are at stake'."

The red badge of cash problems

by Simon Midgley

The thorny question of what constitutes trade union recognition has led to some red faces within the ranks of the fledgling Association of Polytechnic Teachers this week. In November the association's branch at Ulster College—the Northern Ireland Polytechnic—triumphantly announced that it had been granted full union negotiating rights by Lord Melchett, Minister of State for Education in Northern Ireland.

This came after a meeting with an APT delegation led by Mr David Clement, local association chairman.

However, the youthful Lord Melchett has now denied that any discussion of either "recognition" or "full negotiating rights" took place at the meeting.

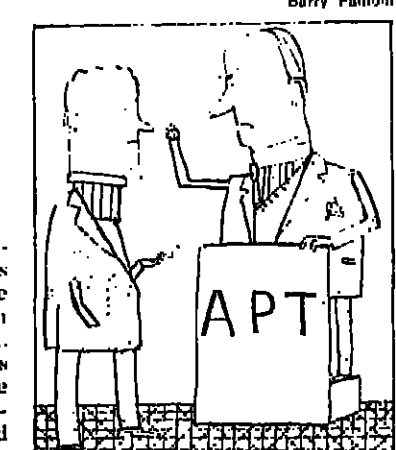
The denial follows the intervention of the 65,000-member National Association of Teachers in Further and Higher Education, which wrote to Lord Melchett to check the veracity of the association's claims to have achieved full negotiating rights. The NATFHE maintains that there are established procedures for achieving union recognition which have not been followed.

In a letter to the NATFHE on January 11 Lord Melchett said: "I can assure you that the questions of granting 'recognition' or 'full negotiating rights' were not discussed at the meeting that I had with APT and I certainly did not make any statement which might have been interpreted in that way."

"All I said was that any representations which the APT might wish to make on any matters which were the concern of the Department of Education or the Government would be considered in the normal way. I made it quite clear both at the meeting and before that I would not discuss matters such as salaries and conditions of service, which are the responsibility of the governors of Ulster College."

But Mr David Clement in a specially prepared statement this week still claimed: "The report issued on the occasion of our meeting with Lord Melchett was accurate in substance and in spirit. We received all the courtesy and consideration due to our status as a fully recognised independent trade union negotiating on behalf of our members which in our view constitutes 'recognition'."

"The meeting with Lord Melchett was the culmination of a series of substantial negotiations with our employers the Ulster College, and



"Brothers—today, Huddersfield; tomorrow... er... Huddersfield!"

the Department of Education and Science, Northern Ireland, which we have undertaken during the past few years.

"Apart from the meeting with the ministers—his first with representatives of the polytechnic staff—our negotiations have been on exactly the same footing as those of any other trade union in the polytechnic."

Aside from the disputed status of the APT in Ulster College the only other polytechnic in the country to have achieved full negotiating rights is Huddersfield, and that only after a prolonged battle. It was an APT success that the powerful NATFHE has never accepted gracefully.

Government finance for universities Grants rise official The right to know

by Judith Judd

Universities will be compensated for increases in student numbers by improvements in their recurrent grant over the next four years. In spite of the abandonment of the quinquennial system, officials have already worked out projections which are expected to change very little, though they will have to be adjusted to allow for inflation.

According to figures seen by THE TIMES this week the recurrent grant will rise by 2.5 per cent next year. The Government's original intention was to embed the projected figures announced last March was that the grant for 1978-9 should fall in real terms by about 1 per cent.

The figures are £225m this year, £372m for 1978-79, £387m for 1979-80, £404m for 1980-81, £423m for 1981-82.

The pattern of growth is very similar to that of total recurrent expenditure, given in THE TIMES last week. The rate of growth is 2.5 per cent next year, and 2.5, 2.9 and 3.1 per cent respectively in the subsequent three years.

However, this pattern is not a true reflection of how much extra the universities will have to spend to rectify the university teachers' salary anomaly next year—although, of course, he was careful not to say that they had decided not to: the negotiations continue.

He is right. The whole PESC operation and the White Papers that result deal in constant prices: no allowance is made for price rises. Salary increases are counted as price rises in PESC and so are only taken into account when a particular year's planned expenditure is converted from the "funny money" of constant prices to cash limits. So any salary award to university teachers next October would be on top of the planned grant for that year.

Now it appears that the apparently large increase in university income next year is a statistical freak, a change in accounting procedures which makes a direct comparison between the grant for this year and next impossible.

"Funny money" as well as "funny figures" do not make the task of rational planning in universities any easier. Still it does seem universities are to be compensated in full for the extra students they are to take—which is as much as they can do for more than they expected.

There would, however, be minimal rules to prevent financial abuse, including provision for internal audit and the retention by governing bodies or I.e.s.s. of some form of sanction, such as the power to withhold funds.

Mr Peter Coles, deputy education officer of the Association of County Councils, said: "Although we recognise how hard the NUS is trying to

Last week THE TIMES printed the Government's estimates of total university recurrent expenditure up to 1981-82. This week we print details of the recurrent grant to universities over the same four years, both sets of figures at constant prices. They are not in the White Paper on public expenditure but did not appear in the published version.

We have printed these figures because they contain an important indication of the Government's future plans for the universities, not because we wanted to embarrass the Government. Indeed, we believed, perhaps rather naively, that this information not only should but would be published in the White Paper.

However, this episode has illuminated an important, if awkward, truth. Although the formal quinquennial has been abolished to be replaced by a rather sticky triennium, a "shadow" quinquennial has existed all along in the form of constant prices for public expenditure that are used in the operation of the annual public expenditure White Papers.

Last Friday Mr Oakes said we were wrong to infer from these figures that the Government planned to rectify the university teachers' salary anomaly next year—although, of course, he was careful not to say that they had decided not to: the negotiations continue.

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Peter Scott

Research needs more outside money—Annan

Research in science and technology will suffer unless departments can win more money from outside the university, Lord Annan, provost of University College London, has warned.

In his annual report he says: "If University College is to remain a centre of excellence it has got to earn more; every departmental head ought to search for benefactors or enlightened customers."

This would not be easy since grants from other bodies already totalled £3,000,000.

Lord Annan paints a gloomy picture of the college's financial position. By the beginning of this academic year, he says, the college had in effect abolished 115 posts, 37 of them academic jobs. Another 57 posts had been downgraded.

Some academic posts falling vacant by retirement in 1983 were already mortgaged. "Yet we are still half a million pounds short of balancing our budget."

With luck, it would balance this year. Universities were reported to have considerable balances and it that were really so they would be able to live off these reserves for a year.

But only about half represented real reserves. The rest was held for

the maintenance of buildings and other facilities.

"Whereas other universities have a cool million or so as a nest egg, University College has always lived dangerously, and now surplus each year has evaporated much less than 1 per cent of our annual expenditure."

Surpluses were used to reinforce academic departments so that the only way the budget could be balanced in 1977-78 was by cutting departmental and library grants, reducing provision for the maintenance of premises and taking £57,000 from reserves.

Posts had been cut in the academic department because the college had always spent the bulk of its income in this way and therefore had to turn to it to make economies in hard times.

The college was caught up in the development and financing of London University—a vast and much more intractable problem.

One of the most expensive activities is medical education and the cost of this cannot be expected to increase proportionately when it is governmental policy to reduce expenditure on hospitals in London and switch funds to the provinces.

SPECIAL ANNOUNCEMENTS

Dada & Surrealism Reviewed

Hayward Gallery,
Until 27th March
DAY LECTURES 1pm

National Film Theatre,
South Bank, SE1

25 Jan The Disappearing Image.
The New Movements
1900-1910

1 Feb Image and Abstract
1910 onwards

8 Feb Dada and Surrealism
Celia O'Malley

15 Feb Max Ernst: The First
Surrealist Painter

22 Feb Ernst, Miró, Masson
and Matt: Automatic
Surrealist Painting

1 Mar Magritte, Delvaux and
Dali

Simon Wilson

Evening Lectures 6.30 pm
British Academy,
Burlington House, Piccadilly
W1

9 Feb Dada and Mysticism
Richard Sheppard

(University of East Anglia)

16 Feb The Chignon Effect
Elizabeth Cowling

23 Feb The Surrealist Voice:
Dr Roger Cardinal

(University of Kent)

2 Mar Allies and Rivals of
Surrealism

Dr Robert Short

(University of East Anglia)

9 Mar A Lamentable Expenditure
Surrealist Painting 1923-
1941

(University of Essex)

16 Mar The Metamorphosis of
Narcissus by Salvador
Dali

Simon Wilson

(Tate Gallery)

Free tickets available from
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Arts Council of
Great Britain,
105 Piccadilly,
London W1V 0AU

(telephone: 01-629 9495)

Arts Council
OF GREAT BRITAIN

OU signs major new contract with Venezuela

A new contract worth more than £100,000 has been awarded to the Open University to supply educational assistance and advice to the National Open University of Venezuela.

Sir Walter Perry, vice-chancellor of the OU, signed the three-year contract with Dr Luis Manuel Penabaz, president of the Venezuelan counterpart, and a former Minister of Education.

The new agreement represents the second largest contract to date for the OU and follows two years of informal discussions between the two institutions.

Teams of OU advisers will now be visiting Venezuela to assist in areas such as broadcasting, tutoring and counselling, and the production and delivery of course materials.

The Venezuelan contract comes 10 months after the OU announced a £250,000 phased expansion in its programme of educational help for overseas countries, and established the centre for international cooperation and services to take over the work of the OU consultancy service.

Three years ago the OU drew up an agreement worth £140,000 with the Free University of Iran. Since then the consultancy service and its successor have carried out more than 75 projects in 25 countries.

Acting principal

Professor Berrick Saul, one of Edinburgh University's three vice-principals, has been appointed acting principal after the death of Professor Sir Hugh Robson last week. The decision was taken at a meeting of the university court last week. Professor Saul was dean of the faculty of social science from 1970 to 1975 and a vice-principal since then.

Dr Robert Short (University of East Anglia) is acting principal after the death of Professor Sir Hugh Robson last week. The decision was taken at a meeting of the university court last week. Professor Saul was dean of the faculty of social science from 1970 to 1975 and a vice-principal since then.

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Students plan picket of DES to protest college closures

Students are planning a mass picket of the Department of Education and Science as part of a day of action in protest against the government's proposals to cut back teacher training colleges.

The National Union of Students is hoping for national support for the picket, on February 8, to support its campaign to reverse the threatened closure of 40 colleges and departments of education.

A delegation led by Mr Oakes, Minister of State for Higher Education, to demand that all colleges should be retained for educational purposes and that the Government should give an undertaking to this effect.

It is hoped that representatives of the National Association of Teachers in Further and Higher Education, the National Association of Local Government Employees, the National Association of Teachers and the TUC will join the delegation.

The NUS will also submit to the Government an appeal for a reversal of earlier decisions to reduce teacher supply and proposing a further extension in initial and in-service teacher training.

In the meeting with Mr Oakes it is hoped that as many as 50 MPs will attend a mass meeting in the House of Commons. The NUS claims that unless the Government is prepared to make finance available for new colleges, a majority could be lost to education.

It says that 21 of the colleges currently affected by the government's proposals are at risk. Of the remaining 19 being retained for some educational or training purposes 15 will be retained for further and higher education courses. Six of them have specified in-service or initial teacher training courses as areas of development.

At Hockley College of Education in Bishop's Cleeve the union says that the college fears that it might be sold for building land and demolished, while in Northumberland the NUS claims that the local education authority may be considering using the site of Northumberland College to build a new town hall.

Nor was the doubt one-sided. Dr Law quoted one TEC industrialist who described the educational world as an "inward-looking private club." This type of antagonism was to be expected when such conflicting interests were involved and it could be harnessed constructively.

He said: "Polytechnic heads should take a lead in the introduction of higher schemes. They are the people who know what it is all about. If the heads were to put their heads in the sand and insist that only the present courses will do, the tide is coming in whether they like it or not. If the heads feel they are not consulted they should formulate their proposals clearly and make sure they are heard. But they should do it within the TEC framework. There is no point in fighting for lost causes."

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Lancaster blaze: Transfer of trail back to nature responsibility for student housing urged

Visitors to Lancaster University, that recent man-made intrusion into the north countryside, can now get a guided glimpse of natural features of the campus. Instead of themselves to such traditional campus spots as the library and the Spar supermarket, they buy a 5p nature trail leaflet which will take them on a route past such rural delights as larch (beech tree), parus caeruleus (blue tit) and robur (pedunculate oak). The leaflet is devised by members of the university's biological society, and includes small copies of the common birds, and the man-made Lake Cumbria.

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Transfer of responsibility for student housing urged

The National Union of Students is asking the Government to transfer responsibility for student housing from educational institutions to the Department of the Environment.

The recommendation is made in a report by the NUS, published in its official journal, the NUS Voice. The report is part of a series of reports on student housing, and is the first of a series of reports on student housing.

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Oakes confirms more money for building

by Judith Ladd

Universities will receive another £20m for building in the years after 1978-79 and may be given more money to cope with increased numbers of students, Mr Oakes, Minister for Higher Education, told the Commons last Friday. The building finance is in addition to £15m announced at the end of last year.

Mr Oakes was speaking in the first debate on universities in the Commons since 1969. It was attended by about a dozen MPs. He was cautious about the Government's plans for university finance. New levels of grant related to higher student numbers would be announced in the spring. The problem, however, must be kept in perspective.

Despite the cuts, income per student in 1976-77 was only a very little below what it was in 1971-72 in real terms. It was only about 1 per cent lower than that planned in the original quinquennial settlement.

Commenting on a report in The Times (December 2, 1977) that universities would need an extra £130m in their grant for next year, Mr Oakes said that total spending was likely to stay relatively stable and take into account increased student numbers.

He was asked by Mr Norman St John-Stevens, Opposition spokesman on education, to comment on

a report in last week's THE TIMES that the Government had decided to pay an amount to be decided in 1978-79.

Mr Oakes said that the inference drawn from the figures by The Times was mistaken. "I take this as an opportunity to squelch the false report publicly. That is not to say in any way that the anomaly will not be rectified." He said he would not comment on the accuracy or otherwise of the figures.

Mr Oakes agreed that universities had faced very grave difficulties but denied that there was a crisis suggested in the motion put down by Mr Malcolm Rifkind, Conservative MP for Penkridge. Proposing the motion that there was a grave financial crisis in the

university sector, Mr Rifkind said that the Government had decided to pay an amount to be decided in 1978-79.

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Science's £4m-a-year extra

The Science Budget will go up by £4m each year from 1978-79 with an extra £4m in the first year for construction, according to last week's White Paper on public expenditure.

This year the budget of the five sciences research councils, the Agricultural Research Council, the Medical Research Council, the Natural Environment Research Council, the Science Research Council and the Social Sciences Research Council totals £250m. Next

year it is expected to go up to £254m at this year's prices. In 1979-80 planned spending is £258m and for the following two years £262m.

The White Paper says: "Present plans provide for a continuing deployment of resources away from 'big science' (high energy physics, astronomy and space science) so as to allow scope for initiatives by the smaller research councils (which include engineering and other research councils)."

Mr John-Stevens said the Conservative Government had seen the universities as the crown of the education system. The independence of the university sector should be maintained and the freedom of students to choose institutions.

The Conservatives would expect expansion in the colleges of higher education. These might be given clearer guidelines, so that more 18-year-olds could be offered two-year courses of a more vocational kind.

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Overseas continued

THE NEW SOUTH WALES INSTITUTE OF TECHNOLOGY SYDNEY, AUSTRALIA

The New South Wales Institute of Technology is a corporate institution established to provide a wide range of professional courses for those requiring a wide range of professional, professional and technological skills.

The Faculty of Business Studies currently offers a Bachelor of Business degree with concentrations in accounting, marketing, operations management and public administration. In addition, in 1977 the Graduate Diploma in Accounting and the Graduate Diploma in Personnel Management/Industrial Relations were introduced and it is anticipated that expansion of graduate courses will proceed in the near future.

Total current enrolment within the Faculty approximates 2,800 students. Additionally, the Faculty is expanding into four Schools: Business and Public Administration, Finance and Economics, Marketing and Accounting. Applications are now invited for the following senior academic positions within the Faculty of Business Studies.

HEAD, SCHOOL OF BUSINESS & PUBLIC ADMINISTRATION

The School of Business and Public Administration currently offers undergraduate fields of concentration in operations management and public administration in the Bachelor of Business degree. The position of Head of School carries with it the responsibility for the academic leadership of the School and the day-to-day operation of the instructional and research activities of the School. The appointee will be a senior academic, a member of the Academic Board and the Faculty Board and may be called upon, in the future, to assume the duties of the Dean of the Faculty.

Applicants should possess postgraduate qualifications in Business Studies and should have a teaching and/or administrative experience of an appropriate level in higher education in the Business Studies field. Candidates with practical experience in business, government, or consulting will be given preference.

HEAD, SCHOOL OF FINANCE & ECONOMICS

The School anticipates offering an area of concentration within the Bachelor of Business degree in Applied Economics. Further, in the near future, the School will further be offering Finance and Economics subjects in other Graduate courses that are being offered within the Faculty of Business Studies.

The appointee should possess a doctorate (or equivalent) and should have professional experience at an appropriate level in higher education in the Business Studies field. This experience should be in the area of Finance and Economics. The appointee will have been called upon, in the future, to assume the duties of the Dean of the Faculty.

ASSOCIATE HEAD, SCHOOL OF ACCOUNTING

The School of Accounting provides undergraduate education for persons seeking vocational accounting and finance careers through a broadly based business degree with a strong emphasis on accounting and finance. The School also provides graduate programs for mid-career financial managers who are seeking to upgrade and update their existing skills. Further development of Faculty graduate work will involve the School in general previously identified—Financial Accounting and Auditing, Management Accounting and Systems, and Business Law. The School is among the largest accounting schools in the State and makes a significant contribution to tertiary education in this city.

The Associate Head will provide academic leadership in one responsibility for the overall administration in defined activities consistent with the overall quality of the School.

Applicants should have appropriate academic qualifications and relevant teaching and/or administrative experience.

The successful applicants will be appointed on one of the following salary levels: \$428,650; \$428,725; \$430,785.

The Council of the Institute permits academic staff to undertake limited professional consulting for industry and commerce. These positions carry tenure and provide for superannuation, long service leave, and a housing loan scheme. Pensions and a contribution towards removal and initial accommodation expenses are also available.

Applications close on February 17, 1977. Applicants should send a curriculum vitae, references, and a list of three referees to: The Council of the Institute, c/o the Institute of Technology, 100 Victoria Road, Sydney, New South Wales 2000. These applications should include details of academic, administrative, and teaching experience, and the names and addresses of referees. Further information may be obtained from the Agent-General for New South Wales, N.S.W. Government Office, 88 The Strand, LONDON WC2N 6LZ, ENGLAND.

FURTHER VAGANCIES APPEAR ON PAGES

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RESEARCH

DoE spreads its £1m funding budget widely

by Patricia Santinelli

Women, school-leavers, immigrants and mental stress are some of the research projects on which the Department of Employment spent nearly £500,000 last year. This research is described along with Manpower Services Commission activities in a new DoE booklet "Research 1976-77".

Women have, for example, been the subject of a major London School of Economics investigation into the effects of the Equal Pay Act 1970 and the implementation of the Sex Discrimination Act 1975. Increasingly, research is being carried out in monitoring the effects of the Acts on the labour market and on evaluating the effectiveness of legislation and administrative measures.

Evaluations of selective employment measures such as the recruitment subsidy for school leavers, the temporary employment subsidy scheme and the job release scheme have been undertaken.

Although no new major research was initiated on race relations,

work on two existing projects has continued.

The longitudinal survey examining the employment aspirations, expectations and experience of West London school leavers, begun in 1970, is in its closing stages. Much of the survey is eventually being carried out in Greater London and Birmingham, includes a sample of both first and second generation immigrants, together with a matched sample of indigenous British school leavers.

The second of the three-year London School of Business project in develop study material on the problems of employment of ethnic minority groups. It is now in its second year and work is planned on such problems at various levels of skills and responsibility in different industries and occupations, different community settings and different economic and technological situations.

Mental stress in industry is a subject of particular concern to the Department of Work Legislation Unit. New projects include an examination of the extent to which stress is influenced by organisation and individual characteristics.

Research 1976-77, Department of Employment/Manpower Services Commission, HMSO, £1.75.

Waste heat converted into energy

by Simon Midgley

Industrial use accounts for 40 per cent of Britain's electricity consumption. Much of this is eventually dissipated as waste heat. One method of converting this waste heat into electricity is to use a turbine generator to convert the waste heat into electricity supply, at a price which is lower than that of conventional power.

The Science Research Council has made this method of recovery the subject of a research project for which it has a grant of £27,050 over the next two years.

The research will be carried out by a team of five which includes Gerald Musgrave and Professor Sherlock, of Brunel University, and colleagues from Bradford, Oxford and other universities.

The project forms the first of a programme which might lead to the development of a device which would convert waste heat to electricity by means of a high speed turbine-generator.

The turbine would use a gas medium thus enabling it to operate at low waste heat temperatures and would be directly connected to a generator so as to avoid the need for gearing.

The turbine speed could be controlled during load changes, generating power converted to synchronous frequency by solid-state techniques.

The grant holders claim that the device developed would represent an important advance in energy saving practice.

A research associates appointed for this stage will survey the potential applications and desirable power ranges of energy recovery device in industry and determine the conditions at which the case for its adoption might be made on economic grounds.

At the same time, work will proceed on the design of the device on the identification of areas where further research would be required before the design specific could be completed.

Brunel fellow to get the dough

The changing place of bread in the British diet is to become the subject of research at Brunel University.

The Rank Prize Funds have agreed to sponsor a research fellowship for the investigation of the social environment, in the product, in consumption patterns and in the contribution of bread to nutrition.

The fellowship, which will be funded for three years, will be based on the Department of Food Science at Brunel.

The directors will be Professor John Burnett, from Brunel, Dr D. Oddy, from the Polytechnic of Central London and Professor T. C. Lecker, from the London School of Economics.

It is the first time that the Rank Prize Funds have sponsored research into an aspect of economic and social history.

Research studied

The Social Science Research Council's open door research scheme is to be monitored by a team of academics at Sheffield City Polytechnic. They will examine the changes between researchers and practitioners modifying the scheme if necessary.

The SSRC scheme is intended to make social science findings more available. It allows academic research to be initiated by people who are not academics, such as public sector organisations, private sector organisations and unions.

North American news

Audits reveal large research funds unaccounted for

from our own correspondent

WASHINGTON

Universities have not been accounting properly for hundreds of millions of dollars of United States government research funds, it was disclosed here last week. Government inspectors audited grants and contracts worth \$1,200m last year and found \$420m inadequately accounted for.

However, university and government spokesmen felt the New York Times, in making the disclosures, exaggerated the problem and falsely implied the honesty of academic researchers. They are very worried about the possible effect on public opinion and particularly on Congress, which provides more than \$4,000m a year for research.

The audits were obtained by a former Harvard University medical researcher, Dr Phil Cohen, who noticed some misuse of Federal funds in his own university and wanted to find out whether similar irregularities occurred elsewhere.

Dr Cohen said he had to use America's Freedom of Information Act to get the documents, but the Department of Health, Education and Welfare (HEW), which audits academic institutions on behalf of all government departments and agencies such as the National Science Foundation, maintains that it was not trying to keep the secret and would have given them to anyone who asked.

Malpractices uncovered by HEW audits over the past two years have included unauthorized transfers of funds between projects, payment of full-time salaries to workers who

were employed only part-time on the project concerned and many cases of expenditure not properly documented or explained.

But both HEW and the universities emphasize that there was no suspicion of fraud or deliberate abuse in the vast majority of these instances; only a minute fraction of the \$420m inadequately accounted for last year represented anything more sinister than deficient book-keeping. The sum whose recovery was sought last year was only \$13m, or 1 per cent of the value of the contracts audited.

The normal procedure, when the auditors find that a university has not accounted adequately for Federal dollars, is to issue a warning and extract a promise of improved record-keeping in future, but not to seek payment or a financial penalty.

The body that acts on behalf of academic institutions in their dealings with the HEW auditing office is the National Association of College and University Business Officers, NACUBO executive vice-president Mr Francis Finn said: "We are deeply concerned about the HEW audit and the adverse reaction on all of us. We are working to correct all of the deficiencies discovered."

The universities feel the government demands unrealistically complex and time-consuming records of research expenditure and that HEW could cause an adverse reaction on all of us. We are working to correct all of the deficiencies discovered."

At the same time NACUBO is making an effort to improve the accounting methods of its members, for example by running workshops and courses.

Graduate think tank proposed for Canada's north

WASHINGTON

Canada should set up a University of the North concentrating on research, graduate studies and extension courses.

This recommendation has been made by the Science Council of Canada, the federal government's science advisory body, in a report on northern development. It says that a university with no undergraduate role would be "unorthodox" but best suited to the needs of the north.

The university would have a new main campus with "a conspicuous physical presence", and existing scientific bases and other facilities would serve as subsidiary campuses. The staff would include 50 academics and a 50-strong communications group.

The student body would initially be made up of graduate students from the south, the report says. Later, northerners who had completed undergraduate studies in the south would return to do postgraduate work nearer home.

A programme of extension courses and workshops would cater for northern residents who wanted to know about their region, and a library and information centre would meet specific requests for information. In time a northern technical college might grow out of the institution.

The report notes that research

and development in northern Canada is increasingly moving out of the hands of universities and into the control of industry and government. Most is done on contract with no peer group review of the research or quality of their work. Sometimes there are restrictions on publication.

The Science Council says Canada needs university researchers in the north who are not dependent for their research on contracts from interested parties.

Major areas for research would be natural resources and the development of northern technologies. Native people should play a key part both in choosing research topics and undertaking the research, gaining experience by working with established experts.

The federal government should provide most of the funds to establish the university, which could be set up relatively cheaply compared with other government expenditure in the north.

In 1975 a study for the Association of Universities and Colleges of Canada found opinion divided on whether higher education should be provided in the country's vast and almost deserted north. Those in favour emphasized that a high quality, innovative institution would be needed—requirements the Science Council proposals would meet.

College 'makes a difference'

A university education produces significant and measurable changes in students, a study at Harvard University has shown.

The leader of the three-year project, Dr Dean Whitla, says the results, though preliminary, refute well publicized claims, sometimes supported by research findings, that college has little effect on students.

The tests, carried out on 233 undergraduates from Harvard and 194 from four other colleges, showed that intellectual and emotional growth over the four-year university career can be measured, according to Mr Whitla's research report. For example, final year students are much more capable of writing forcefully in defence of an unpopular position than freshmen.

In addition to examining students' abilities to write effectively, the researchers, who were partly

financed by the government's Fund for the Improvement of Post-Secondary Education, measured learning speed and "sensitivity to interpersonal relationships and ethical considerations".

Senior students were found to exhibit greater moral and ethical concern, but few reach a level of "principled behaviour" based on mutual trust and respect. They do not show an increased "need for achievement" or ambition—a finding that contradicts a study done last year.

The Harvard team also questioned 1,000 men and women who left university 10 years ago about the long-term effects of college. They repeatedly cited the liberal arts aspect of their education as the most influential and emphasized the importance of traditional college work, lectures and assigned reading.

Dr Morton Baratz, new general secretary of the American Association of University Professors, on the organization's approach to salaries.

'We are not just about collective bargaining'

from Clive Cookson
North America correspondent

WASHINGTON

Three rival unions fighting fiercely for members' and bargaining rights on the United States' college and university campuses—AAUP, AFT and NEA—have just announced the unionization of American higher education.

It is an image that irritates Dr Morton Baratz, general secretary of the American Association of University Professors (AAUP). For, he protests, AAUP is not a trade union or a labour movement but "a professional organization, some chapters of which elect to pursue our objectives through collective bargaining."

Dr Baratz, an economist whose first book was a study of the United Mine Workers of America, believes that collective bargaining has had and will have "very little long-term effect on pay levels, whether in industry or academia."

"Collective bargaining as I see it is not a device for raising wages and salaries but a system of government," says Dr Baratz, who became AAUP general secretary in September after five years as vice-chancellor of the University of Maryland's Baltimore County campus.

"It is no accident that collective bargaining is most widespread in American higher education in those institutions where there is no tradition of shared government between faculty and administration. I don't expect the biggest private institutions will have collective bargaining in my lifetime: they don't need it."

The AAUP only decided to become involved in collective bargaining in 1972, five years after the first collective contract was signed at an American college. By then the two great rival teaching unions, the National Educational Association (NEA) and the American Federation of Teachers (AFT), were already racing one another to organize higher education.

Today about 100,000 teachers in 210 four-year and 350 two-year institutions—out of a national total of 400,000 academics in 1,000 institutions—are "unionized". By a

majority vote they have picked the local chapter of one of the three big teacher organizations to act as their collective bargaining agent with the administration over pay and conditions of service.

In the four-year institutions the AFT has won 90 elections and the AAUP and NEA about 45 each. In the two-year sector (community and junior colleges) AAUP has been chosen only five times, and AFT and NEA each represent more than 200 colleges. Teachers at a further 80 institutions are represented by independent or joint agents.

Both NEA, with 1.8m members, and AFT, with 500,000, are dominated by primary and secondary school teachers. Although the NEA was once a professional organization, it is now frankly a trade union like the AFT. Despite, or perhaps because of, their bitter rivalry, the two associations are virtually indistinguishable in their policies, except that only the AFT is affiliated to America's national labour movement, the AFL-CIO.

Mr John Ryer, President of the NEA, and Mr Alvin Shanker, the AFT President, made clear that their unions felt much more friendly towards the AAUP than towards one another. Dr Baratz says both have tried to woo AAUP into partnership, but the association remains firmly independent.

Collective bargaining is permitted by law in the public universities of 24 states only. Dr Baratz forecasts that very few of the remaining 26 states will pass collective bargaining legislation in the foreseeable future. Nor does he foresee academics in the most prestigious private universities voting for unionization.

Dr Baratz feels the most important reason for the AAUP in the years ahead will be to defend its principles of academic freedom and tenure through a period of retrenchment.

He gives as an example of what is to be defended the dismissal of more than 100 teachers at the State University of New York (SUNY) during 1975 and 1976. An AAUP investigation committee found that the sackings "were overseen by the administration with disregard for the rights of tenure, for due notice, and for the role of the faculty in institutions."

New York campuses to set up joint PhD courses

Five universities in New York are to pool resources for PhD studies in an effort to keep up standards in the face of stringent financial restrictions and declining student numbers.

City University, Columbia, Fordham, New York University and the New School will join forces to "explore a wide range of consortial models and variations, and to identify suitable disciplines for cooperative effort."

Four New York foundations—Carnegie, Ford, Mellon and Sloan—have made grants totalling \$200,000 to support the project for an initial two years. The participating universities are contributing \$40,000 as well as staff time.

The options to be studied range from limited departmental consortia to joint degree programmes.

The idea of consortia for doctoral studies stems from the 1969 Fleming Commission report to the New York State Regents, the Regents' response to the state governor's Task Force on Higher Education last year.

More medical students

The number of students in the United States' 139 medical schools this year is 60,039, an all-time high and twice the level of 1950. The proportion of black students in the first year is 6.7 per cent, the same as in 1976-77. Women make up 25.6 per cent of the first year.

Wide variations in spending on adult education

Spending on adult education is distributed very unevenly across the United States, a survey by the National Advisory Council on Adult Education shows.

California is by far the biggest spender. Federal, state and local government expenditure there added up to \$108m in 1976—41 per cent of the national total. California's adult education programme involves 17m people, or 38 per cent of the state's target population of 4.5m.

By contrast, in New York adult education reaches only 2 per cent of an 8.3m target population, at a cost of \$9.9m.

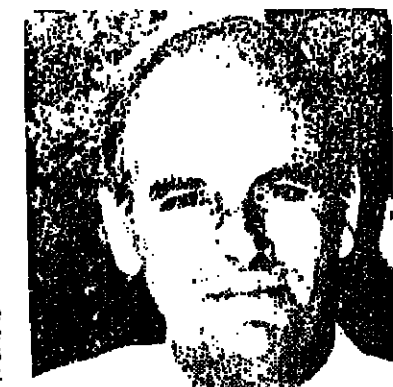
Florida is the second biggest spender, with a \$29m programme.

California dispute over sex teaching

Relations between California's universities and the state government, which have been tense for some time, are being put under renewed strain by a state agency's attempt to lay down detailed guidelines for teaching medical students about human sexuality.

The state's Board of Medical Quality Assurance has proposed regulations that would require all new doctors licensed in California to have taken at least one self-contained multi-disciplinary course on human sexuality.

All California medical schools—including those within the state's University of California system and the three private schools of the universities of Southern California,



Dr Baratz.

Stanford and Loma Linda—are protesting about the regulations, which they regard as an unprecedented attack on their academic freedom.

All medical schools in California already teach human sexuality and they agree on the importance of the subject. But they object strongly to being told how to teach it. They are free to teach the rest of the medical curriculum as they please, as long as they produce graduates capable of passing the state's licensing examinations.

Stanford and the University of California, San Francisco, both pioneers in the field of sex education for medical students, are particularly upset.

Broader role sought for training institutes

by Mike Duckenfield

Denmark's 29 teacher training colleges have been asked to come up with ideas for broadening their role. The Education Minister, Mrs. Ritt Bjerregaard, has told the colleges they must do more than produce comprehensive school teachers if they want to avoid closure.

The move follows a considerable cutback in admissions to the colleges. This year the number of classes and students at the colleges will be down by 25 per cent compared with 1974. Further decreases are expected.

The cuts are part of the wider intention of the government to stabilize total higher education admissions at the present 20,000 mark until 1980. Entry to all universities and colleges became restricted last autumn following a limitation of entry to the medical faculties in 1976.

Because of the cuts, surplus capacity at the training colleges is now large. Extra teaching hours have already been abolished and many of the teaching staff with temporary contracts have been dismissed.

So far there has been no lack of suggestions by the colleges as to how they could use their spare capacity. One idea—like the others, currently being considered by an Education Ministry working party—is that colleges should become "pedagogical high schools", not only training teachers but offering in-service training and courses designed to give parents, administrators and non-teaching staff an insight into the changing school system.

Another proposal is that the colleges could also become "Saturday high schools". They would be open to all adults every Saturday from mid-September to mid-March and offer a variety of classes. Other suggestions include running courses for priests, members of local authority school committees and women with young children. One college would like to become a specialist centre for closed-circuit television and video production.

Cutbacks have also affected Sweden. Training courses for subject teachers, who teach 13- to 16-year-olds and secondary school pupils, have been restricted to only six of the 15 teacher training colleges as opposed to the present nine, and admission numbers have been cut to about two-thirds of their 1974 figure.

Places for class teachers, who

teach either first-year (seven to 13-year-olds) or second-year (14 to 16-year-olds) in the comprehensive schools, have been cut from 912 to 240 and 1,081 to 528 respectively.

However, spare capacity in the colleges is being taken up by expansion of nursery training places. Between 1976 and 1981 100,000 new day-care and 50,000 new after-school places are being created and nursery training places in the pre-school seminaries and training colleges have been increased from 3,000 to 4,230 a year.

In addition training places for play leaders working in fritidshuset, where young children can go before or after school if parents are at work or college, have been more than doubled to nearly 1,800 a year with about one-third of new places reserved for adults with experience of working with children. Major changes in teacher training are being considered in most Scandinavian countries. In Sweden a government commission is considering several proposals including making work experience outside school a prerequisite in teacher training. Job experience could be made a requirement for admission to training or made a precondition for getting a teaching job.

The commission, set up in May, 1974, is also looking at the possibility of broadening training to put greater emphasis on teachers' social functions and of eliminating many of the existing differences between the training of class, subject and specialist teachers. Similar moves are afoot in Norway, where greater coordination of training and the creation of a basic course for all student teachers regardless of the type of school they intend to work in, were two of the main recommendations of a report presented to the Education Minister, Mr. Kjølv Egeland, in 1976.

The report also recommended the training institutions with joint planning of studies and a re-evaluation of the theoretical aspects of university tuition. The sharp distinction between the present types of teacher should be lessened so that all teachers have the possibility to work in the final three years of the comprehensive and upper secondary schools (16-19 year-olds).

As in the other Scandinavian countries, the need to integrate existing teacher categories, though being bitterly fought by the teaching unions, has become evident with the lengthening of the compulsory schooling and the ending of the boundary between the six-year elementary schools and the three-year lower secondary schools.

In addition, it has been made even more pressing by the gradual integration of the academic pre-university secondary schools with the former vocational schools. This took place in Sweden in 1971 and is currently being implemented as part of a 10-year plan in Norway.

China

Science development again to be given priority

by John Gardiner

A recent Chinese report on science and education contains important new information on the measures now being taken to raise standards. According to the *New China News Agency* the report was delivered on December 27 by Fang Yi, vice-president of the Academy of Sciences and a member of the Politburo of the Chinese Communist Party.

Mr. Fang, who has worked mainly as an economic administrator, admitted the gravity of the present situation. He said that Chinese science was not only relatively backward but that the gap between China and the advanced countries had actually widened in recent years.

He also claimed that "the quality of education has declined sharply", and "the development of a whole generation of young people" had been retarded. Science and education were now lagging so far behind that they were seriously hindering the modernization programme in agriculture, industry and national defence.

In his review of work over the past year Mr. Fang revealed that the State Commission for Science and Technology has been reestablished. This body disappeared in the Cultural Revolution but is now again responsible for "the overall planning, coordination, organization and administration of the country's scientific and technological work".

At present it is drafting a programme for scientific development conference on science in the spring. He also revealed that the Academy of Sciences and the Ministry of Education have jointly organized some 1,300 experts to draw up plans for developing basic branches of science. New research institutes have also been set up.

Mr. Fang also reported that "workers' propaganda teams" were being withdrawn from the universities. These were sent in 1968 to restore order and to ensure that the academic discipline followed the correct "revolutionary line". Now, it is stated, they have successfully

Papua New Guinea

Colleges to aim for 'modern excellence'

from John Cleverley

PORT MORESBY The hybrid Australian-New Zealand education system which has served Papua New Guinea since World War II is being dismantled. While it does have successes in its credit system, major quantitative output has been the primary school drop-out who is alienated from his village and traditional society.

Attempts to introduce more relevant curricula have failed since a widespread parental attitude which sees schooling primarily as a form of private investment. Time spent on practical work appears wasted since the aim is solely to get one's child into the white-collar ranks.

Threats of secession by wealthy provinces have given them political clout. From this year those provinces which so wish can determine the opening and staffing of primary schools, high schools and vocational centres, and produce their own teaching materials and textbooks.

The provinces will use their new powers to replace English by pidgin, run shift schools, open a university and divert funds to non-formal schooling. The national government has legislated to retain control of most curricula, the few senior high schools, the national teaching service and national tertiary institutions.

The Education Minister, Mr. O. Tammur, an outspoken ex-teacher, who is pushing the three Rs and self-reliance. He would like to organize the country's drop-outs into "brigades" of building, farming and plantation maintenance. He also wants all schools to teach practical community skills.

Where he will find the money for the extra technical facilities, or how he will convince academically oriented teachers that they should work with their hands is uncertain. In a series of statements Mr. Tammur has argued that the university systems in most developing countries have failed to produce the required development leadership.

He sees the cause of the twofold failure on the part of developing planners to understand the fundamental nature of the university; and a failure to identify and articulate

Provincial administrative offices: the provinces are aiming to take many areas of education.

clearly a planning policy and a set of goals into which the university can mesh while maintaining its own integrity. He argues that resistance within the university is a formidable obstacle to change as seen in its largely unreformed curricula.

Because radical changes seem unlikely at the university, Mr. Tammur would link its course work with cooperating institutions. He wants to identify individuals with potential for industrial leadership and put them through problem-oriented multi-disciplinary courses together with experienced executives. Successful businessmen will be encouraged to support these training projects.

Certainly the country faces severe manpower problems at higher levels. Foreigners comprise half its professional, managerial and executive work-force. Most of its assets in the private sector are foreign owned. The country does not have sufficient skilled nationals adequately to look after its own affairs.

The minister also wants to extend the country's research institutions. At the moment the two major units are the Institute for Applied, Social and Economic Research and the Education Research Unit. However, they have scarcely begun to look at the intra-

duction and implications of money suited to local needs. Air Tammur attacks "total technology" as a "total football". On this occasion he beat Physics by members of the 4-1 and most of us convince Melanesians. Rather, he now looks for at least another sea community which can add to the sophisticated demands of the use of alternative technology.

The country needs better why do I dread large meetings? communications, roads, bridges, this afternoon senate takes place power and scientific spirit and see a room full above isolated small-scale people with national and international. Here he shares national reputations in their field, strong scientific and technical. Large group dynamics being what the bulk of the urban elite. They are most of us will be silent.

Facing with an exploding some ceremony will be generated population, heavy migration and see a room full above isolated small-scale people with national and international. Here he shares national reputations in their field, strong scientific and technical. Large group dynamics being what the bulk of the urban elite. They are most of us will be silent.

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Should the university have a second chair of necromancy? Who will be the university representative on the East Midlands garden gnome preservation committee? It is vital stuff for the people concerned, but as emotional an issue to the rest as photosynthesis.

A neighbour has nodded off and I must nudge him or his eventual loud snore might turn out to be the ending story on some important budgetary issue. Others tell me they can time in and out of senate meetings.

The Italian authorities are considering closing the country universities to foreign students in two years as part of a plan to a campus congestion (THESE, Oct 14, 1977).

The proposal prompted an student protest here last month. Foreign Students in Italy said implementation would mean a practice of "cultural colonialism" in Italy as well as breaking international academic and technical assistance.

Last summer the Education Ministry also proposed higher tuition fees for foreign students. The government shelved the proposal after accusations it would be unfairly discriminatory against students from Third World countries.

With over one million Italian enrolled in higher education institutes (197,000 alone at Rome University) measures penalizing foreign student population are not as easy to solve the problem of overcrowding.

Although it is unlikely that the banning threat will be carried out, there is a strong possibility that Italy will follow other EEC nations by imposing a quota on the number of foreign students.

Envisaged university reform, not being discussed by the Senate Committee, is almost certain to bring back the numerous clause in the most overcrowded faculties of medicine and jurisprudence.

In that case, medicine might be closed to foreign students, a blow for hundreds of young Americans who take advantage of the easy Italian entry system (the completion of any secondary education sufficient to enrol for medicine).

Don's diary

Sunday

Whereas most academics stay in bed, reading books, writing letters, looking back over the past week, I am up and about, playing the one or two off-duty jobs at up to after a week of heavy celebration. I am happy enough to join fellow lunatics for a regular Sunday morning soccer league fixture, against a student team.

The name "Academicals" never frightens the opposition, several of whom seem intent on revenge for my essays marks. We play with tremendous enthusiasm, lacking only fitness, courage, accuracy, speed and skill.

Our excuses for defeat are acknowledged to be the most ingenious of any beaten team. Nevertheless, enquiring about their level of technology as a "total football".

On this occasion we beat Physics by members of the 4-1 and most of us convince Melanesians. Rather, he now looks for at least another sea community which can add to the sophisticated demands of the use of alternative technology.

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Wednesday

A visit to a local school to see myself up with some second-hand teaching books, home the staff reality of education cuts in schools. There are shortages in everything: books, paper, auxiliary help, building. The school is in a fairly nice area of town and some young teachers are disaffected and demoralized.

There is one essential difference between our two institutions. We are badly affected by cuts, but they are lucky. We have a pleasant working environment and, on the whole, well-motivated students. There is some talk in secondary schools now of falling rolls, which will be upon them in the early 1980s.

The effect on primary schools has been devastating. Between 1964 and 1976 the birth rate fell by a third. The lowest birth cohorts since the 1950s are passing through primary schools and will shortly reach secondaries. Higher education will be affected in the 1990s. Shall we be prepared?

The only solution is a massive boost to the birth rate. Let's start now. The idea is simple. Each university can offer ambitious would-be mothers a stock of genes bristling with intellectual muscle.

For a flat fee (an FRS extra, but 20 per cent off for classics) mothers can nominate their subject, physics, applied science, medicine, Soho-Croat. Some academics would find it more fun than external examining and university funds would benefit. The UGC need never know.

Thursday

Every morning I go for a run through the university grounds. It is a different view of the world. There is a beautiful sunrise today, with squirrels and rabbits every where. The university night shift is coming to a close. I have to catch the early train to London, so must first collect something I forgot.

At 7.0 am the department is unrecognisable. A transistor radio blazes down the corridor where, during the day, everyone tipsos and whistles so as not to disturb the nocturnal cleaners. One day the two shifts must get together at the same time and savour the incomprehensibility of their two styles.

I do not really like going to London, but today is special. During the meeting at CNA to validate a degree proposal, the paper said, "HRI the patron will visit the office". To my shame I had to look at the road to see which HRI is the patron.

Aware of my total ignorance of court etiquette, I am petrified of being in mid-session about "total inadequacy of library facilities" which I am sure will never appear. "Students' pack library to read books".

I had spent several months acting as specialist adviser to the Parliamentary Select Committee which enquired into the attainments of school leavers. We took evidence and produced a report.

I attended my first ever press conference and was horrified at the way that press and television report educational matters, per- suading me to spend the lunch hour looking at a set of newspapers I have kept for some weeks.

The students had commented on the prominence given to bad news: vandalism or violence in schools, falling standards, strikes in universities, rather than good news: children paint little old ladies' bungalows, more of the age group staying on for further and higher education than ever before, or even the head of the third division, but they are my team. I fairly pointedly claim of "we are the champions" is heard occasionally from an incoherent hand behind the goal. I must invite them along to secure one day.

E. C. Wragg

The author is professor of education at Nottingham University.

Large fund for general purposes and got the lot, provided parliament agrees the budget. Parliament did, until recently without much discussion; and thus universities grew in a haphazard way by hook or by crook or by the market strength of their members.

In the United States, universities feel generous every now and again. While New York State may have to close down some of its more reputable academic institutions, its legislature has voted significant funds for Albert Schweitzer Professorships in the humanities tenable in various colleges, public and private. This is haphazard again, as is of course the growth and decline of private universities.

It would be hard to argue that these are better systems. And yet there may be a sense in which they are: there are more niches, more opportunities in such a system. For the ultimate injustice of the FTE approach is its apparent fairness. By serving everybody in the same way, it serves nobody well enough. It is a straitjacket, like all systems which fail to distinguish.

But I must stop. The chairman of the UGC will probably send a letter saying that his Council is by no means as mechanical in the distribution of money as I suggest; and the clerk of the court of the University of London will add that the LSE has really no reason to complain.

Both of them and all others will agree that unless someone thinks of a better system, the present one is really quite acceptable, and that one can think of a better system anyway. They who: people come and go, but figures have a disconcerting way of being there and not there at once.



John Dean: collision over a bitter lemon

choking on my normally quite good imitation of Eccles.

In the event HRI goes in the committee next door, but I did bump into his deputy, which could salvage some kindness for me.

The last such disappointment I had was when I spoke to John Dean, the Watergate man, in the BBC hospital room after a Pebble Mill in One programme in which we had both appeared. As we had past each other clutching our bitter lemons we collided briefly and both said "excuse me".

Still that counts as a conversation and I like to think that since then I really understood Watergate. Probably only two years previous, Richard Nixon had the same conversation in the same circumstances, though possibly, judging from the Watergate transcripts, in more colourful language.

Talking to some students about the way that press and television report educational matters, per- suading me to spend the lunch hour looking at a set of newspapers I have kept for some weeks.

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Friday

Lovely and quiet in the department this morning so I shift a lot of work before scorching up the M1 to catch another Sheffield Wednesday defeat. They may be bottom of the third division, but they are my team. I fairly pointedly claim of "we are the champions" is heard occasionally from an incoherent hand behind the goal. I must invite them along to secure one day.

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COURSES

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Group for Research and Innovation in Higher Education Publications

Between 1972 and 1976, the Group made a wide-ranging study of innovative developments in undergraduate teaching, visiting all the UK universities and most of the polytechnics. In the course of its programme, the Group produced newsletters, case studies, reports, and discussed papers on a variety of topics. These can be obtained from the Nuffield Foundation at the prices given below; they will be of interest to both teachers and students in higher education.

General Reports

Newsletters 1 to 7 (1973-1976): reports of developments in curriculum, teaching methods, assessment and academic guidance. The Diff of Change (1975): the Group's interim report, giving an overview of recent trends in higher education. Making the Best of It (1976): the Group's final report, on maintaining academic quality in a time of retrenchment. Nine items at 50p each

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Among the eleven other publications by the Group, the following are of wide general interest:

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Prices (which include inland postage) apply from 1st November, 1977, until further notice. Payment should accompany orders addressed to the Nuffield Foundation (EDU/154), Nuffield Lodge, Regent's Park, London NW1 4RS, England. A discount of 10% can be claimed on any prepaid order for items with a value of over £5.00. On overseas orders please add 20% postal surcharge.

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NOTICE BOARD

Glasgow

Veterinary parasitology—Professor G. Urquhart: £13,346 from the MRC for a study of mechanism of production of immunoglobulin E and its biological role.

Biochemistry—Professor A. R. Williams: £12,351 from the MRC for a study of methylation of ribosomal RNA in eukaryotic cells.

Electronics and Electrical Engineering—Professor J. Lamb £15,000 from the MRC for studies in thin film optical wave guide devices and systems; Professor J. Lamb, Professor A. J. Barlow and Dr G. Harrison £53,570 from the MRC for viscoelastic studies of lubricating fluids and polymer solutions.

Heriot-Watt

£21,537 under the Manpower Services Commission for the creation programme to enable the university to go ahead with woodland clearance on its campus at Riccarton.

Marine-technology centre — £16,500 from the SRC for two-years research into the development of analytical application of fluorescence techniques to oil analysis. The project which is under the direction of two chemistry lecturers, Dr Phillip John and Dr Ian Soutar, has now received additional £9,983 from the Manpower Services Commission Job Creation Programme.

Liverpool

Veterinary pathology—Dr J. R. Thomson: £15,524 from the SRC in support of his research into factors influencing the multiplication of Escherichia coli in pigs.

Biochemistry—Dr N. G. Carr: £10,598 from the SRC in support of his research into the heterocyclic pattern in Anabaena cylindrica. Dr N. G. Carr, Dr J. B. Gilman and Dr J. B. Gilman: £16,850 from the SRC for support of the development of a technique for optimising the utilisation of container crop systems. £30,750 from the SRC for support of a technical, operational and economic analysis of container feeder services.

Metallurgy and materials science—Dr D. J. B. F. Williams: £13,366 from the SRC for support of research into the nature of lattice defects in crystalline polymers. Professor D. Hull and Dr J. B. Gilman: £23,900 from the SRC for support of an investigation into the mechanisms of wear in filament mould pipes.

Dental sciences—Dr D. F. Williams: £23,366 from the SRC for support of his research into the interactions between biomaterials and tissues, especially in relation to dental and oral surgery.

Biochemistry—Dr C. D. Green: £26,801 from the MRC for support of an investigation of hormone-dependent growth by somatic cell genetics.

Pharmacology—Professor A. M. Breckinridge and Professor M. Rowland: £29,661 from the MRC for a joint research programme into drug interaction kinetics of warfarin in man and animals.

Economics—Professor A. P. L. Minford: £25,232 from the SRC in support of his research into the international transmission of fluctuations in economic activity, secular growth and inflation.

Psychology—Dr J. Russell: £14,079 from the SRC in support of his research into truth concepts and social interaction in the development of logic-mathematical knowledge in childhood.

Bioengineering and medical physics unit—Dr J. T. M. Wright: £16,168 from the National Heart Research Fund in support of his research into the development of a flexible leaflet aortic valve prosthesis.

Metallurgy and materials science—Dr J. B. Shortall: £12,694 from the ICI Organics Division in support of his research into reaction injection moulding polyurethane foams; Dr T. Bell: £23,800 from the United Kingdom Atomic Energy Authority in support of his research into laser heat treatment.

Biochemistry—Dr G. Britton and Dr R. Potts: £33,000 from P. Hoffman-La Roche & Co in support of research on carotenoproteins.

London, Imperial College Mechanical engineering—£14,550 from the SRC for new research on flow analysis including transfer of heat under the direction of Professor D. B. Spalding, Dr A. C. Ma and Dr W. M. Funn.

Civil engineering—£59,781 from the Department of Energy for new research on the strength of shale elements in offshore structures, under the direction of Dr Dowling.

Noticeboard is compiled by Patricia Santinelli and Mila Goldie

Universities

Leeds

Lecturers: L. R. Cliffe (politics); R. C. Paton (medicine); H. K. Radice (School of Economic Studies); S. A. Collins (psychiatry); Penelope A. Newman (Spanish and Portuguese languages and literature); Research fellows: A. Anis (rheumatism research unit, department of medicine); J. D. Kramers (earth sciences); P. D. Rawson (electrical and electronic engineering).

London

Title of reader: Dr A. C. Cassell (structures, Imperial College); Dr J. E. Evans (mechanical engineering, Imperial College); Dr C. Wilson (petroleum engineering, Imperial College); Dr B. G. Gardiner (zoology, Queen Elizabeth College); Title of Professor: Dr D. A. Brown (experimental pharmacology, School of Pharmacy); Dr N. C. Hughes (immunopathology, St Mary's Hospital Medical School); Dr T. J. Williams (mechanical engineering, King's College).

Manchester

Lecturers: Maeve A. McDermott (ophthalmology); J. K. Kelly, N. L. Reeve (pathology); D. N. Entwistle (computer science); Howard Barringer (computer science); Assistant keeper: C. M. Clarke (Whitworth art gallery).

Stirling

Research fellow: R. G. Barker, J. L. Phillips (psychology); Research assistant: E. Turner (chemistry); N. E. Synodinos (psychology); L. Twizell (sociology). Post doctoral research assistant: P. R. Norman (chemistry).

Chairs

Professor J. Musgrove, holder of the chair of architecture at University College London, has been appointed to the vacant Pilkington chair of environmental design and engineering. David Ellis Evans, professor of Welsh language and literature, University of Wales, Swansea, has been appointed to the J. E. Evans professorship of Celtic literature at the University of Oxford from October 1.

Canon David Edward Jenkins, director of the William Temple Foundation, has been appointed to the chair of theology at Leeds University from January 1, 1979.

Dr L. Symon, consultant neurosurgeon at the National Middle East and St Thomas's Hospitals, has been appointed to the Gough Cooper chair of neurology at the University of London.

Mr Roger Williams, at present senior lecturer in government at the University of Manchester, has been appointed to a chair of government and science policy from January 1.

Manchester University has conferred the title of professor emeritus upon the following: Sir Douglas Andrew Black, formerly professor of medicine; Leslie Brook, formerly Smith Professor of English language and Medieval English literature; Mr Jack Diamond, formerly Beyer professor of mechanical engineering; Mr Geoffrey Gee, formerly professor of chemistry; Mr Frederick A. Langley, formerly professor of pathology; Mr Henry Solomon Lipson, formerly professor of physics in the Faculty of Technology; Mr L. E. German literature. It was also decided that the title of professor emeritus should be conferred upon the following, in each case from the date next after the date of his retirement during the present academic year: Mr Frederick P. Bruce, Rylands professor of biblical criticism and exegesis; Sir Patrick Sarsfield Byrne, professor of general practice and director of the department of general practice; Mr John Cohen, professor of psychology; Mr Gilbert Francis Albert Goffrey, professor of modern French literature; Mr James Leslie Hawick, professor of preventive dentistry; Mr Andrew Rennie Hunter, professor (part-time) of anaesthetics; Mr George James Kynch, professor of mathematics in the Faculty of Technology; Mr Thomas Kenneth Rose, professor of corrosion engineering in the Faculty of Technology.

Correction

In our issue of December 30 under the heading Grants, the departmental grants under physiology, biochemistry and microbiology were wrongly attributed to Hull. They should have been listed under Leeds University.

Sociology with a biblical tinge

Judith Judd profiles Reith lecturer Dr A. H. Halsey

Professor A. H. Halsey's mother would have kept her son's entrance as this year's Reith lecturer and recently appointed professor of social and administrative studies at Oxford. He is a man who has come into the world naked and we go out naked. He is a man who has come into the world naked and we go out naked. He is a man who has come into the world naked and we go out naked.

It also gives the flavour of his thinking as a sociologist. He stands in the history of the Christian tradition and draws inspiration from the caring non-conformity which ran so strongly through the origins of the Labour movement. He eschews the jargon of contemporary sociology; his language has a biblical tinge. Indeed, no one could be further away from the stereotypes of the modern sociologist.

"Chelly," Halsey says, as he is known to his friends, is in any case, an original. He is a radical who talks of the glory of Britain. He is a romantic who advocates change through a hard-headed look at the realities and he is a believer in an equitable education system which defends the virtues of Oxford.

His father was a railway porter and his mother "a fantastically regal matriarch" who had been in service. The family was and is a very close one. There were 23 of us gathered on Christmas Eve, have never had the problem of a segmented life. Why should I want to cut myself off from them? After all, they are a pretty bright lot. The standard of repairs at home was high. His mother had a fund of pithy stories which always began "When we was gels." Her grammar, says Professor Halsey was completely consistent.

He was educated at Kettering Grammar School, where he was taught by E. E. Kirby, an English master who first communicated to him the excitement of language. When he left at the age of 15, the public library, he read Darwin, Adam Smith, Booth, Rowntree, Bernard Shaw, G. K. Chesterton and H. G. Wells, "writers in the Anglo-Saxon tradition of radical, liberal and socialist thought."

His interest in politics was implanted at home where the heroes were Karl Hardie and George Lansbury. There was also the wife of a Methodist parson with whom he argued fiercely about politics. "She helped me to see social problems in terms of the possibility of doing something about them." By the time he had completed a survey of the housing conditions in Corby as part of his job as a sanitary inspector, his sense of outrage at inequality was complete.

After a spell in the RAF which took him to Rhodesia and South Africa, he went to the London School of Economics in 1947 because he believed it was the place for someone whose main interest was politics. While he was there, however, he became so interested in sociology as a set of intellectual problems that he decided that the scholastic not the political life was the one for him.

He has remained an intensely political animal. He recalls the excitement which he and many of his contemporaries shared in the years immediately after the war. "There was a belief in the Labour Party as a powerful instrument for peaceful change through the methods of political democracy. We

had romantic dreams of what the world could be like." For a while in the 50s, the dreams faded. "I felt the best thing to do with politics was to live day by day on a personal basis as if you were already in the world you wanted to see." This meant, for example, not sending your children to private schools and not dodging the income tax collector. He has five children, three of whom are adopted and cultured.

Since up to him really, he could not believe that Britain could continue such a system. The decision that Britain had preceded over a month's journey came as a "glorious revelation." People on the left always felt, and I still do, that there was a sense in which the Russian revolution carried with it the noblest aspirations of lots of people.

The disillusion did not last. Chelly Halsey still dreams of social justice and has visions of a new Commonwealth. He is well aware of the dangers of politics compared with the ideals of weeks and of the corruption which has seeped into the Labour movement. The Labour Government of 1964 was a disappointment. But his Fabian-like optimism survives. "With sufficient political will you can feel the best of both worlds, of liberty and equality, through consensus, participation and rational persuasion."

His belief in democracy is central and, he says, deeper than ever and he looks backwards as well as forward to sustain it. He has a romantic attachment to old England and worlds we have lost. The problem of passing on good values from one generation to the next concerns him. "Young people should be aware of the values of the seventeenth century, of the battles which have been fought to give them their civil liberty."

He denies that his love of the past and tradition which is reflected in his love of Oxford has made him less radical. The real problem, he says, are people who imagine you can stabilize a society on the basis of making blacks or women permanently inferior. He believes that we must build further on the radicalism of the past, moving towards greater freedom and greater recognition of the rights of individuals.

His Reith lectures are exploring the idea of "fraternity" as a solution to some of Britain's ills. Again he turns to the New Testament. "It is the Pauline idea that we are members one of another." We must recognize that everybody has dignity and basic rights. The religious framework of his thought is important. "That is what the Labour Party should be about. That is what it was about. That is what R. H. Tawney who first welded the ideas of Christianity and socialism together for him. He sees the New Testament as a party programme. Every political credo worth its salt, he says, is derived from some very general concept of the place of men in the universe."

Perhaps this philosophy has helped keep his sociology and that of his department in Oxford free from "isms" and "ologies". His belief in parliamentary democracy has kept him clear of Marxism. His aim is to find ways of putting his rigorous egalitarianism into practice within our existing system. One of Professor Halsey's proudest achievements has been the development of the department

of social and administrative studies in Oxford. When he arrived there in 1962 there were only three sociologists in the university. Now there are 25 and he himself has been awarded a personal chair in social and administrative studies. It is the same job and the same work but it provides some indication that he and his subject have arrived in Oxford. There are still those who feel sociology is a barely respectable subject. "I suppose I am a slightly contentious figure. However, he feels the graduate school is well established. He is a tremendously hard worker and is already planning the future. "I have more work to do personally than one man can do in a lifetime." Oxford, he believes, is well placed for the development of the subject. It is full of talented people and has a strong tradition of social, political and economic studies. The department has not been disturbed by or dominated by any single ideology. We have incorporated people of a wide range of ideologies. The student doesn't feel he has to go one way or another."

He believes that sociology is in a state of flux and disorder. Since the Second World War it has conquered other academic territory. The time has come for retreat. Sociological ways of looking at history have now been absorbed into history. Sociology should withdraw into its heartland.

He has been offered chairs of sociology up and down the country but he has preferred to stay in Oxford. He does not feel that a university which devotes itself to the scholarship and excellence he prizes so highly is in any way incompatible with his own views about education. He says that there are many Oxford and the silly practicality of status is only one part of it. "Oxford is more about the rational pursuit of truth than the undisciplined exchanges of the socially pretentious." He would, however, like to see more opportunities in higher education for adults and an extension of the idea of a chance for a sociologist to talk to the country and it seemed to me that the only thing to talk to the country about was itself." The

The request to deliver the Reith lectures came at short notice after Lord Boyle withdrew. Characteristically, Professor Halsey was too busy to start on them when the BBC rang him up in August. He did not begin work on them until October. It took him just a day to decide what he would talk about. "If you are an academic person you have a set of Reith lectures in your head somewhere by the time you are 50." He saw it as a marvellous opportunity to talk to a wide range of people. "It was a chance for a sociologist to talk to the country and it seemed to me that the only thing to talk to the country about was itself." The



A. H. Halsey: "We are members one of another."

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lectures are called "Change in British Society". "It's a subject I have been thinking about ever since I was toddling about in the kitchen at Rutland." His conclusions about the solution to our problems are, of course, still emerging but they are unlikely to be pessimistic. Romantic he may be but he is also a hard worker and a hard thinker. He loves the past but he has confidence in the future. The aim must be to translate the moral concepts in which he believes into "hard-headed common sense in institutions."

If any of your engineering, physics or maths students asked you to suggest an electronics company that's consistently breaking new ground in a number of technologies, whose commercial achievements match its technical achievements, that depends on graduates for its very existence, and that offers those graduates careers in a whole range of specialisms, or in the broader areas of management, what would you say? We'd say Marconi-Elliott Avionics at Basildon.

For more information on the role of the technical graduate with Marconi-Elliott Avionics, contact John Nealon, at Marconi-Elliott Avionics Systems Limited, Christopher Martin Road, Basildon, Essex. Telephone Basildon 22822.

MARCONI ELLIOTT AVIONICS
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Nuffield College, Oxford, where Professor Halsey prefers to stay.

More room at top in Britain than elsewhere in Europe

Working class penetration into post-school education is always a controversial issue. Here Peter Scott, Sue Reid, Simon Midgley and Peter David assess the evidence

The proportion of students in British higher education from working class homes is apparently higher than in any other west European country. According to a study made in 1974 by the Organisation for Economic Co-operation and Development (OECD) 27 per cent of British students were from such homes. This figure is comparable to the official British figure for universities, but much lower than that for higher education as a whole.

Only Norway with 21.5 per cent and Yugoslavia 20.5 per cent, came anywhere near the British figure. In France the proportion of working class students was 11.9 per cent, in Germany 12.5 per cent, and in The Netherlands 14 per cent.

However, these international comparisons have to be treated with great caution. The social classifications used in the compiling of these statistics vary widely. For example, in all countries apart from Britain "independent agriculturists" (who are really peasant farmers, a social class that hardly exists in this country) are regarded as a separate category.

The proportion of working-class children reaching higher education in Britain has remained virtually unchanged for three decades. Over this period working-class students—those with fathers in manual occupations—have never accounted for more than a quarter of university undergraduates.

Taking higher and advanced further education overall, they appear to have comprised about 35 per cent of the student population.

Robbins report showed that for the 1963 survey carried out that children with fathers in professional and managerial jobs were 20 times more likely to reach degree level than their counterparts from semi-skilled or unskilled families.

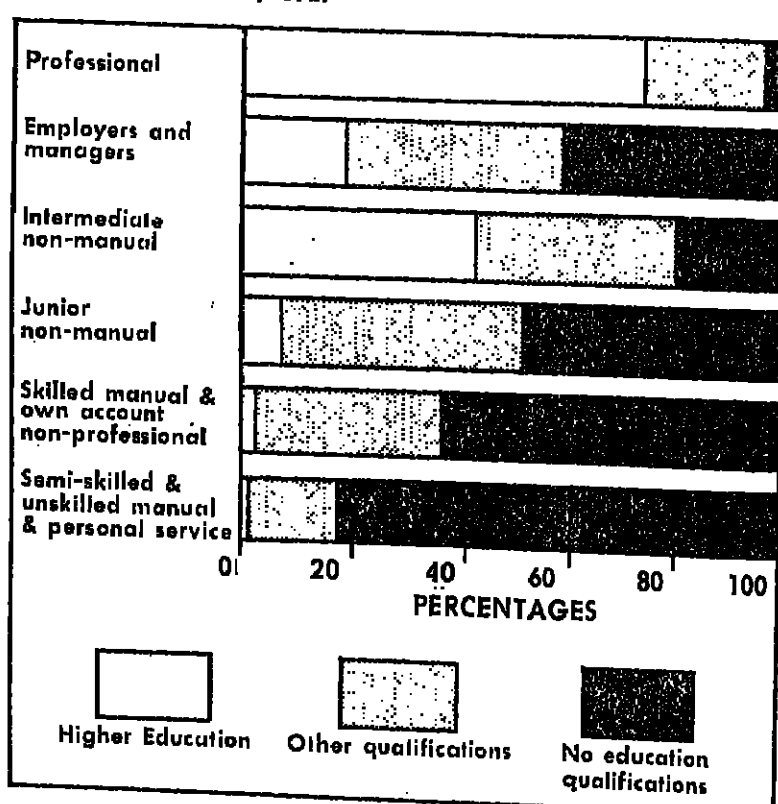
At universities in 1961 almost three quarters (71 per cent) of undergraduates had parents who were in non-manual occupations. A quarter came from families of manual workers—most (18 per cent) from skilled workers and a few (7 per cent) from semi or unskilled families.

Robbins believed that these proportions had remained virtually unchanged for more than a decade, despite the fact that the number of university students more than

doubled. In 1960, the report said, 3.6 per cent of working-class 18-year-olds entered university, compared with only 1.4 per cent in the years 1928-47. But for middle-class children the chances of getting to university increased just as quickly. By 1960 the proportion had risen from 8.9 per cent to 16.8 per cent. The report added, working-class children made up 21 per cent of the university undergraduate population. In 1955 the proportion had risen slightly to 25 per cent, and there it remained in 1961.

The pre-Robbins statistics are

HIGHEST EDUCATIONAL QUALIFICATION BY SOCIO-ECONOMIC GROUP, 1972.



Source: General Household Survey. Classification: 1972 socio-economic groupings of own occupation.

Little change over 30 years

To get a more accurate comparison the figures for other countries would have to be increased—in the cases of France and Germany to 18.5 per cent, for Norway to almost 30 per cent, and for Yugoslavia to more than 40 per cent.

A fairer comparison can be made using the proportion of students from class A—the upper social stratum. Here, Britain heads the league table of class privilege with 46 per cent, followed by France (42.5 per cent), Norway (40.2 per cent) and The Netherlands (37 per cent). Not surprisingly, Yugoslavia brings up the rear with only 21.5 per cent of students from the upper classes.

The proportion of women students in British universities remains one of the lowest in Europe. In 1973-74, the last year for which comparable figures are available, 32 per cent of British university students were women compared with 32.6 per cent in Belgium, 33.3 per cent in Denmark, 34.8 in Germany, 37.7 in Italy, and 42.6 in France.

Only The Netherlands with 23 per cent women were lower. But, again, different definitions of what makes up a university make such comparisons difficult.

sketchy, but the Kelsall report in 1955 estimated the working-class university population as 25 per cent—at Cambridge it was 9 per cent and at Oxford 13 per cent.

A compilation of statistical sources available in 1974 by Little and Westhead argued: "The social class composition of the student body in the universities has remained roughly the same during the past three to five decades—this despite expansion, maintenance grants for students, and the changes which have occurred in secondary school provision."

Of middle class children born before 1910 three per cent reached university; for children born between 1910 and 1929 the figure rose to 6 per cent; and for those born in the late 1930s the proportion was 14 per cent.

The proportions for working class children born during the same period were 0.5 per cent; 1.5 per cent and 3 per cent respectively.

Interestingly, social class differences among postgraduates have been less pronounced. Robbins found that in 1961 some 61 per cent of postgraduate students had parents who had gone to selective schools, compared with 73 per cent of undergraduates. Half as many had a parent who had also been to university.

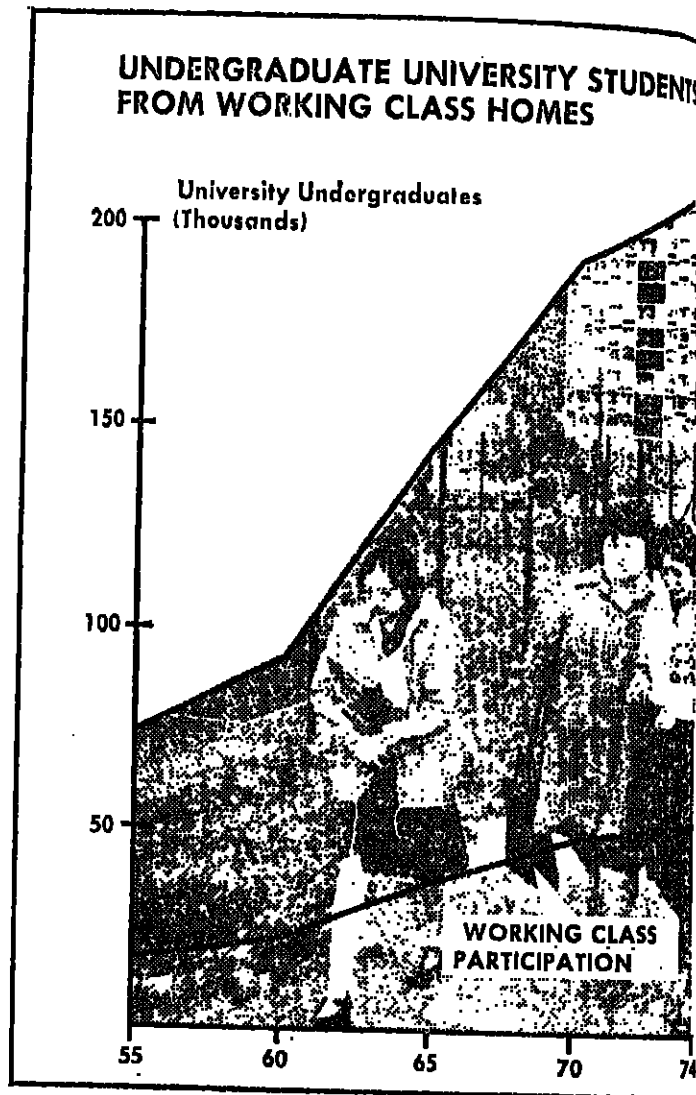
Teacher training, too, was considerably more open to working class children. In 1961, 54 per cent of teacher training students came from middle class homes (compared with 71 per cent in the universities), and 40 per cent had fathers in professional or managerial groups (59 per cent in universities).

Children of semi-skilled workers comprised 11 per cent of teacher training students, but only 7 per cent of university students.

More than half (58 per cent) of full-time students in advanced further education courses in 1961 came from middle class homes. But middle class students accounted for less than half the part-time day students (41 per cent) and evening students (41 per cent).

An extrapolation from Robbins' statistics suggest that in higher and advanced further education, as a whole, only 36.2 per cent of students were from working class backgrounds. Latest Government estimates suggest that in 1974 the proportion was about 35 per cent.

But for a national survey published last year by the Society for Research in Higher Education concluded that in polytechnics there was "clear bias" in favour of middle class students, who made up 64 per cent of degree students and 65 per cent of other full-time students.



The constant 48 per cent

In the 15 years since the Robbins report the percentage of working class students going on to major British institutions of higher education has hardly altered.

Figures gained from unpublished data collected by the Government's Office of Population Censuses and Surveys for The General Household Survey, 1974, show that 48 per cent of students in all forms of advanced and further education are from working class backgrounds.

Of a total sample of 584 people, aged between 16 and 49, studying at universities, colleges of education, colleges of further education, polytechnics and other colleges, 280 were children of fathers from socio-economic groupings four and five (the skilled manual and unskilled manual and personal service groups).

However, once students attending colleges of further education—the bulk of whom are on non-advanced courses—are excluded from the sample the proportion from working-class backgrounds falls to 35 per cent, 90 out of 257.

In 1963 the Robbins report revealed that out of a total sample of 9,452 people studying in univer-

sities, colleges of education, colleges of further education, polytechnics and other colleges, 280 were children of fathers from socio-economic groupings four and five (the skilled manual and unskilled manual and personal service groups).

For polytechnics, the percentage of students from a working class background was 35.8 per cent, compared with 41.5 from socio-economic groupings one and two. The proportions in colleges of education were 42 and 40 per cent.

The percentage of women students in full and part-time higher education in the United Kingdom has risen from 29.2 in 1963 to 35.7 in 1975-76. The percentage of women students in universities has risen from 26.4 to 33.7 over the same period.

COLLEGE POPULATIONS BY SOCIO-ECONOMIC GROUP.

The percentage of male students aged 16-49 by SEG of father

	1	2	3	4	5	Sample figures
Polytechnics	5.2	31.5	21	34.3	8	38
Colls. of FE	3.9	22.7	13.5	44.4	15.5	20
Colls. of Ed.	—	33.3	25	33.3	8.4	12
Universities	18.5	29.6	29.6	18.5	3.8	51
OU	14.2	14.2	14.2	42.8	14.6	7
Other colls.	12.5	25	15.6	28.1	18.8	32

The percentage of female students aged 16-49 by SEG of father

	1	2	3	4	5	Sample figures
Polytechnics	20	33.3	26.6	13.3	6.8	15
Colls. of FE	6.6	22.5	15.8	39.3	15.8	28
Colls. of Ed.	7.9	34.3	15.8	31.5	10.5	18
Universities	24	32	28	16	—	25
OU	—	60	40	—	—	5
Other colls.	12.9	22.6	16.1	38.7	9.7	31

Martin Feinstein and Gordon Cramb on the present shake up in South Africa's student politics

Why the fruits of materialism are costing more

Eighteen months after the black riots in Soweto, and in the wake of a resounding Nationalist election victory, white South African students must still rank among the most materially privileged in the world. What is remarkable is that the student body has not yet seriously questioned their right to it.

The price that students pay for the maintenance of this privilege—both in South African cities they can hardly fail to be aware of it—is the cost of the consequences of political activism.

"Getting involved" as the scores of hanged student leaders might testify if the Government allowed them to, can be unpleasant. Radical, anti-Government politics has been effectively limited to a small and culturally-homogeneous group of urban English-speaking students, with little hope of wider support.

The past year has seen the acceleration of a clear shift in student politics. Since 1976 when the National Union of South African Students (NUSAS) lost much of its support as the main English language union, anti-Government politics has become the pastime of a small minority, with a public profile out of all proportion to its numbers.

But, at the same time, the strength of the right-wing student majority is growing, although it remains diffuse and unorganized.

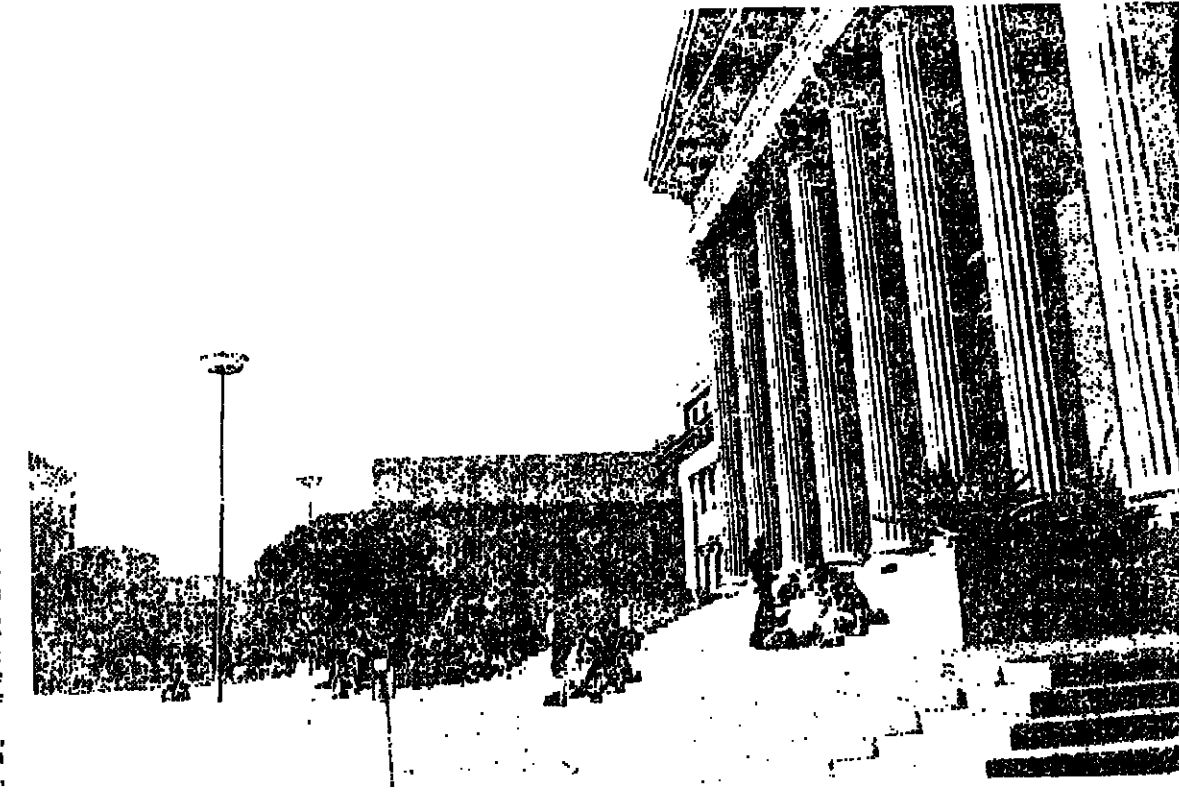
The radical minority are victims of their own inescapably-privileged positions. For example, one of the University of Cape Town's 6,000 students can earn pay £30 a month for a fair-sized cottage—including an African maid and garden. This lifestyle, enjoyed particularly by students in the larger cities, has made student radicalism a living contradiction.

This has emboldened the student left, and led to right-wing accusations of "parasite politics". Until it is resolved, and students' energy redirected to opposition rather than introspection, any concerted anti-Government action is likely to be a major factor behind the right-wing's growth.

At the height of the Angola War, students at the University of the Witwatersrand surprised the country by voting at a mass meeting to donate student-collected charity funds to aid soldiers' dependants.

The university's vice-chancellor, Professor G. R. Bozzoli, who retired last month after nine years of close contact with white student leaders, believes that agents provocateurs are a major factor behind the right-wing's growth. He found their growing strength disturbing not for what it is, but for what is causing it.

There has been a growth in the vociferous right-wing matching almost the vociferousness of the left.



University of the Witwatersrand, Johannesburg.

left-wing," he said. "This I do not regard as a student orientation at all, but rather, a definitely built-up agitation. I have known such outside infiltrators personally, and often, after leaving the university, they join the police."

There have been two or three such famous cases, and just as the Government has always accused the university of being in the hands of agitators from outside on the left, I believe this right-wing is infiltrating."

For NUSAS, 1977 was a year of unobtrusive failure. One project was the union's national newspaper, *National Student*, revived for a scanty three issues after financial problems and government harassment caused its collapse the year before.

Importantly, the union failed to regain the support it once held at Rhodes University, where it was defeated in a referendum on whether to rejoin as a member university.

This was also widely seen as an indication of the right-wing's growing strength. It was led at Rhodes by Mr Izak Smuts, a grand-nephew of South Africa's wartime Prime Minister, who is the university's new SRC president.

The union's bold "Africanization" policy—aimed at persuading white students that they are white

Africans and do not belong to Europe or America—never quite got off the ground. It failed to attract more than marginal student support, and was the target of a spate of newspaper, articles and posters, as well as the arrest of two NUSAS officers.

The fact that NUSAS was left out of the Government banings of October 19, when 18 major anti-Government organizations were declared "undesirable", has been seen as an indication of its weakness. But its annual congress in Pietermaritzburg last month was the most moderate student leaders, are, hesitantly, beginning to work within the union.

The outgoing president, Mr Nick Huysen, said in Cape Town recently that NUSAS should be playing an educative role. The union's theme for 1978, chosen at the congress, would be "Education for an African future."

This role is particularly important at a time when the thrust of the Government's repressive apparatus is towards controlling the dissemination of ideas," he said. Programmes and policies must be realistic.

The worth of NUSAS in 1978 will not be measured by self-aggrandizing pronouncements, or the speed with which it is banned, but its

actual contribution to spreading a tolerant vision of a radically changed South Africa.

The NUSAS president this year is Aurret van Heerden, a Witwatersrand University postgraduate who last year led a union campaign to persuade white management to recognize black trade unions.

The mainstay of student dissent in South Africa last year was the student press. Campus political movements like the new Students for Social Democracy (SSD) are only as powerful as the circulations of their newspapers.

Journalistic standards vary, but in terms of the alternatives they present, student newspapers have no equal. There has been a remarkable growth, alongside the student-funded campus papers, of a new unofficial and strongly opposition press. At many universities they operate alongside, and together they have provided a counter-information press for a small, exclusively white audience.

Closely intertwined, through shared staff and facilities, they rarely overlap in subject-matter. While the official papers cater for a general readership and concentrate on student politics and problems within university administrations, the unofficial press pushes a tougher radical line at the cost of a smaller circulation.

Student editors, who till now worked largely in isolation, gathered at Durban's University of Natal last month to launch the South African Student Press Union (SASPU). It aims to coordinate an inter-campus news service, run training courses and produce a handbook for student journalists as well as to keep an eye on the country's commercial press.

SASPU reflects an increasingly well coordinated and effective student press. It is this effectiveness, however, which may pose a real threat to the press this year, as editors fear that the Government clampdown on their activities will intensify accordingly.

The Publications Directorate, South Africa's official moral and political watchdog, banned more than 60 student newspapers last year.

It is fast being realized throughout the political spectrum that there is no position of compromise left—only the choosing of sides.

White students form part of a generation which may well experience sudden and difficult social change and, arguably, they should be preparing themselves for it. The crucial question is to what extent they will follow the electorate, who on November 30 reaffirmed their decision to fight for the retention of privilege.

For the new NUSAS president, van Heerden, a remark he overheard on the Witwatersrand campus in Johannesburg, typifies the average white South African student: "I don't know whether to buy new spotlights for my sports car, or a new magazine for my gun."

White students here have long been affluent. Now they are also scared.

Briefing Continued

Degrees apart at work

Four years ago 47 per cent of the working class in Britain, classed as manual, had gained a degree or its equivalent, compared with 36 per cent of women from the same social background who were working in semi-skilled manual jobs.

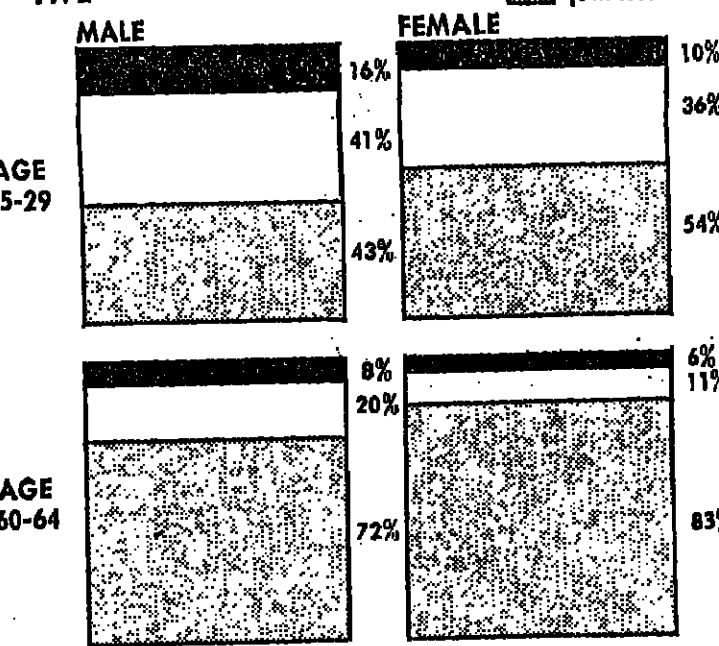
Two per cent of skilled manual and 36 per cent of those in intermediate non-manual jobs were in this category. A staggeringly high proportion of unskilled manual workers—93 per cent—had absolutely no qualifications at all in 1974, the latest year for which figures have been published. At the same time, 83 per cent of those in semi-skilled manual jobs were without qualifications.

At the other end of the scale 1 per cent of professional men and 1 per cent of professional women were without any qualifications. A total of 40 per cent of employers and managers were unqualified.

Taking the population as a whole, 61 per cent of the age group 16 to 60—on which the survey was based—were unqualified. Of those who were working 57 per cent fell into this unqualified category.

If the proportion of the population reaching A-level standard is considered, just 4 per cent had achieved this qualification. This low number was, no doubt, caused by the high numbers of people who, having gained A levels or the equivalent, went on to study at a higher level.

HIGHEST EDUCATIONAL ACHIEVEMENT FOR SELECTED AGE GROUPS 1972



Higher educational - Above GCE 'A' level

Source: General Household Survey

OU combats its drop-out rate

Maggie Richards reports on a new approach to the problem

Next year the Open University will adopt a new tactic in the fight against its student drop-out rate with the introduction of a new preparatory pack, designed to initiate prospective students into some of the techniques they will need to acquire to undertake a degree level course.

As more applicants lacking formal qualifications embark on OU courses, the problems of catering for them loom larger.

The new study skills package, which will accompany each of the foundation year courses, will be dispatched to students in advance of their course materials. The package will include detailed advice on essay writing and analytical skills. Students encountering difficulties will have access to a counselling service for additional support.

The high withdrawal rate for students lacking formal qualifications has always been of concern to the OU. Across the faculties the average drop-out rate for the first three months of the foundation year is about 25 per cent. By providing the new preparatory packs, the OU hopes to retain some of these initial withdrawals, but this is only one way in which the university is coming to terms with the problem.

Later this year the university's admissions committee will be studying a report on an experiment in Sheffield, in which an entire group of minimally qualified entrants were admitted on bloc to the OU. The progress of this group through the initial year was monitored and compared to that of a sample group from similar backgrounds admitted on an individual basis by the university's usual first come, first served policy.

The report has been compiled by Mr Michael Redmond, senior counsellor with the OU in Yorkshire, and Mr Robin Fielder, adult course tutor at the Rowlinson adult education centre, where the experiment took place.

It began in 1975, and was prompted by a group of mature students who had taken an O level course linked to the BBC Living Decisions series.

Living Decisions had offered the students an opportunity to develop analytical skills rather than learning by rote, but it was felt few other O or A level courses could meet their needs.

Familiarity with their surroundings, the development of self-confidence during the O level course, and a rapport with their tutor led the students to ask: "Where now?"

Little experience

For the Rowlinson Centre there were two options—to design a special non-examination course; or to urge their students to apply for an OU foundation course.

But the students, predominantly women, had little educational experience and lacked the relevant study skills. Most would never have contemplated attempting an OU course had they not attended the Rowlinson Centre and undertaken the O level programme.

On their O-level course the students had gained great strength of purpose from one another, their tutor and their educational environment. They were extremely apprehensive about attending an OU study centre, being situated in new buildings and having to form new relationships with other students who they imagined—would be intellectually superior.

To allay their anxieties a joint counselling session was organized at the centre between the students, the Rowlinson staff, and representatives from the Yorkshire region of the university. From this meeting came the proposal that the students should remain together as a group, undertaking a combined enrolment on the D101 Social Sciences Foundation course.

The OU offered a guaranteed entry to the 11 students involved

on condition that there would be continuity in three areas—of peer group; of educational environment at the Rowlinson centre; and through the tutor—the students' Rowlinson tutor would become their OU tutor-counsellor.

Nine women and two men finally started D101, but only two of the group were reasonably well qualified, having had three to four years of full-time further education. Half of the group could be categorized as "educationally disadvantaged", three had no formal qualifications at all, and five had no more than GCE O level or an equivalent. Seven of these students had had no experience in education since leaving school at 16 until their contact with the Rowlinson centre.

One student withdrew before the start of the course, but was replaced by someone who had enrolled individually with the Open University and had undertaken a 10-week preparatory course with the group at the Rowlinson centre.

During the first three months of the course three students encountered particular difficulties, and were helped by extended counselling sessions at home or in the pub. Each quickly overcame the most obvious mistakes, though several continued to struggle, and managed to survive mainly because of support from the remainder of the group.

In their report Mr Redmond and Mr Fielder emphasize the importance of this support. "They saw it themselves—and we particularly wish to stress how unusual this was."

In one instance a student's husband was taken seriously ill and she contemplated cutting, until the other members of the group persuaded her otherwise.

The telephone became an important instrument in rallying flagging spirits, while the tutor-mentors kept a special watch on students who could not be contacted and were susceptible to feelings of isolation.

The report quotes one student on the significance of group involvement: "One of the important things that I have learned is that I can turn to more or less any tutor that I need. We were not one of those groups where only a few turned up, we almost all turned up."

"And at these meetings, this is what we realized that absolutely everyone was in the same boat, and this gave us the strength to go on."

Most of the Rowlinson team found too that the group participation provided a feeling of security when they attended summer school. "We always had the group—we were split up, and this was good, but even though we didn't need it much we always knew the group was there."

One or two of the students, though, returned from summer school with fantastic perceptions of their chances, and although they were confident for the final months, their tutor detected a marked lack of enthusiasm prior to the examinations.

Says the report's authors: "We put forward the view that many students who do badly in a closed-book final assessment fall in their own minds before they ever enter the examination room."

"In contrast, one or two very similar in ability came back from summer school bubbling with enthusiasm. Their transformation had been in the social sphere as much as the academic—the one transformed the other, and they completed the course with a confidence they had not known before."

The group sent four weeks on examination preparation, and ten of the eleven students finally passed the OU foundation course, with the one student who failed being permitted to re-sit.

For the Rowlinson centre the measure of success was how far the group sessions had given each student the confidence to move out of their educational environment into a wider educational community where they would become individual students learning with the OU in the traditional way.

Says the report: "Although all eleven completed the course and ten passed, it is too early to say how far the Rowlinson group's experience of D101 has prepared them for second level study, where formal tutorial contact is less frequent."

"One of the group has been doing well for a year, four have been do-

ing their second foundation course, and only two have been doing courses where they know no one else."

Mr Redmond and Mr Fielder found that the course had been fully justified in terms of helping the students to begin to develop their full potential. The students themselves also recognised that the year had been a beneficial one.

Asked what difference it had made to their lives, one commented: "So much of what we have studied is so relevant to everyday life—and I have been able to bring in quite a bit of stuff which would never have known about before doing the course."

Another said: "You tend not to accept the obvious. You read a newspaper and don't accept exactly what you read. You wonder whether there is more to it than you actually see written, and you have learned to look deeper than the obvious—to be more critical."

Dormant brains

The report concludes: "It is possible for the OU to liberate endlessly over the importance of examinations and assessment, and, in so doing, to miss the more important contribution it is already making in the field of continuing education."

"This is in providing material for intensive study, helping to develop skills and abilities, in stimulating new and critical insights, and in requiring 'dormant brains' to ask 'why?'"

It is the only institution offering part-time students this breadth of mind-stretching materials and requiring this depth of commitment. Whatever their varied futures, in or out of the OU, the Rowlinson group will remember it for that."

The report's authors compare the progress of the Rowlinson students with that of the sample group from the Sheffield group. Among the withdrawals once the course was underway, while from the sample there had been an extremely high current withdrawal rate of 56 per cent, the current withdrawal rate from the social sciences foundation course is 23 per cent.

The success of the Rowlinson scheme can be attributed to many factors, says the report. "The relationship between the OU and the preparatory group, their quick 'gelling' on to the OU, their mutual support, their lack of personal competitiveness, their exceptionally strong support for each other, and the confidence of the tutor."

"Normal Open University tutorial groups do not frequently achieve several of these ingredients of success—but getting the chemistry right is fortuitous. If occasionally it can be arranged in advance, why not?"

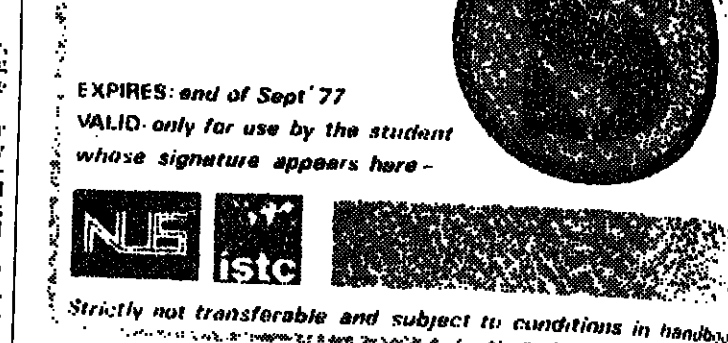
The authors maintain that the introduction of a system of group admission based on the findings at Sheffield would not abrogate the university's principle of open access, as far as the minimally qualified are concerned. Those of us who sponsored the idea felt that it was the most appropriate way of attracting the minimally qualified into higher education."

They point too to the tragic results when students from backgrounds similar to the Sheffield group abandon their courses: "There is a danger of creating a widening pool of demoralised people who now 'know' that the OU is not for them—they are not up to it because they have tried."

"The OU is a particular responsibility here, because it is our contention that in a large number of cases this knowledge will be false. Withdrawal comes not because they are not capable, but because a different form of support is needed for people unfamiliar with the rigours of academic study."

"Group admission is one way that students can avoid random tutorial allocations, and give each other support."

An experiment in group admission to the Open University, by Robin Fielder and Mike Redmond, is published in April in Teaching at a Distance, Open University Educational Enterprises, 12 Colferidge Way, Stony Stratford, Milton Keynes.



A NUS discount card: a turnover of £120,000.

NUS commercial empire is rebuilt with caution

The commercial empire of the National Union of Students is alive and well and living in reduced circumstances in a cramped basement of the University of London Union. It is the battered remnant of an army of student commercial enterprises which collapsed in ignominy after the NUS decided to liquidate its service companies on the afternoon of November 19 1976.

The NUS executive, Colin Doyle, wants to see the empire rebuilt phoenix-like from the ashes. But there is growing scepticism between them that the commercial ventures and ventures not simply be wound away.

One reason is that, locally, individual student unions are deeply involved in business ventures. Even the smallest have tables, which can bring in extra income. But at the other end of the spectrum there are unions which operate large bar and refreshment complexes, coffee bars and discotheques. A few are even running into hundreds of thousands of pounds.

Edinburgh's student union, for example, employs over 200; Warwick, with 70 staff, runs a record shop and travel agency; and Manchester's student union has a record shop and travel agency. At Manchester University there is a student union which has a record shop and travel agency.

At the same time, the NUS acts as a protective filter, shielding students from the onslaught of businessmen seeking to exploit them. Most of the company's staff have extensive experience in the travel service before its collapse, and they play an important role in relation to the 500 local student travel bureaux which have been set up at many universities and polytechnics.

The NUS's biggest venture so far has been "Great Stuff Merchandise", which sells sweaters, scarves, rucksacks, calculators and the like to student shops. Turnover is around £220,000. NUS Marketing also operates a student discount card scheme, which has a turnover of £120,000.

It is all a far cry from the massive service companies and the Cheltenham offices. But the company has already achieved some successes as a cheap business channel for advertisers who want to sell their products to students. What its long-term future might be, and whether the NUS will be able to pull it off, remains to be seen.

There were other flaws, too. During the 1960s the big profits made through travel were ploughed into the NUS instead of being used to build up protection against a slump. When one came—after charter operators began to undercut NUS flights—there were no financial barricades to retreat behind.

In the winter of 1976 it all came to a head. Travel had accumulated losses of £120,000, against a total of £245,000. The NUS and its companies had a joint overdraft of nearly £100,000, and there was little choice but to close the whole thing down.

Not everything disappeared in the crash, however. Early in 1977, what was left of the service companies moved from their Cheltenham offices into the small basement of the University of London Union, ULU, bringing with them a name, NUS Marketing Ltd., and a new philosophy of caution.

Neither the NUS executive, Colin Doyle, nor the company's general manager, Peter David, want to see the empire rebuilt phoenix-like from the ashes. But there is growing scepticism between them that the commercial ventures and ventures not simply be wound away.

Across the boardings in Belfast there are charcoal-coloured posters which headily ask the question: "Is Seven Years Enough?" Of course, the question refers to what have come to be known as "The Troubles" and is addressed to the public at large. I am sure the overwhelming consensus and only answer to the question is yes, but the question hangs unresolved in the air, mainly because those who read it are not sure what action they are supposed to take as a consequence.

It is not quite the same as "Don't you think the casualties on the road are high and appalling and unnecessary? If so, use seat belts". Perhaps it says something about the poverty of any ideas the Government has that it can only pose the question. When a former English prime minister considered "enough is enough", he got rid of a foreign secretary on the strength of it. Solutions, however, do not come that easy in Northern Ireland.

But the question has a personal appeal for me because it is almost seven years to the day since I came over to the province to take up one of the first posts in a brand new polytechnic, which has turned out to be one of the best provided and most purpose-built in the whole of the United Kingdom and is the envy of visitors from across the water.

Those friends and relatives who have not become totally bored by the whole affair of Northern Ireland, and who have relied on the media for their picture of what goes on, have considered me to be one of my kind. "What on earth made you go there in the first place, and why do you stay?" They are two different questions, of course.

I arrived at the period of what I like to call the interregnum, the period between the turbulence of the civil disorders of 1968-69 which led to the murder of the Rev. Dr. Martin Luther King and the subsequent bombing and shooting campaign of the IRA in early 1971, which culminated with internment in the summer.

At that time it did not seem an untoward decision. Alderghrove, the report, was not the fortress it has since become, but a homely and rural place. It contrasted sharply with the squalid brick and concrete and the bustle and inhumanity of Heathrow. Belfast, by no stretch of imagination, could ever be classed as a gracious or elegant city, despite its quite superb setting, huddled at the foot of a mountain and at the end of a lough. Perhaps its citizens were always devoted to worshipping mammon rather than the arts, but they always had the time of day to pass with you. I remember having a puncture and being without a car for a week. It could have been a smartly dressed young salesman. He not only lent me the jack, but changed the car wheel too. Such acts were not untypical—indeed still are not.

Politically, or so it seemed to me at the time, amongst what I would call the liberal unionists, there was a certain amount of criticism. They admitted to turning a blind eye to certain housing abuses and gerrymandering at places such as Derry. They rather lamely justified the practice on the grounds that the Catholics did the same where they held political power. Discrimination, I learnt, is a relative area to talk about. It seemed to me that there was a massive amount in local government, but not so in those government agencies such as the Post Office or Customs and Excise, which operated from England. In the private sector of industry, the British American and Continental firms which set up in such numbers during the 1960s couldn't care a button, but the older established, more indigenous industries had formed their own permutations, some of which had become embedded almost as part of custom and tradition.

Not long afterwards I found myself frequently on the other side of the table, out of hundreds of interviews I can only recall one where discrimination took place—and that was reverse discrimination, where I refused to countenance the appointment of a person who was a Catholic but was overruled by an otherwise solidly Protestant panel.

I met many Protestant Civil Rights, some of whom had even marched at Burntollet, but who moved out at the same time as the IRA moved in with their very different agenda. I found many friends in the newly-formed Alliance Party, who didn't correspond to the stereotypes of Protestants that the Catholic press and Mary Holland had conjured up. I was informed that most of the time she was over in Northern Ireland she was invariably in the company of Eamonn McCann and Barbara Dooty.

Then on the flip-side, yes, I found Catholics who had been exploited, but also a Church and hierarchy whom Vatican II had more or less bypassed. I suppose most telling of all was a young secretary, exhibiting the jaeger mentality, shouting at me: "You English put us here in the first place, now get us out of it."

Little did I dream that a few years further on, far from being enlarged, that the most basic Civil Rights would have shrunk to the still-hole dimensions of the aperture of a pillar-box opposite my house, and barely room enough to push through an airmail letter.

And beneath the more obvious brutality of bombs and riots and hijacking and street violence, there has been the more sinister infiltration of the most obvious consequence being the massive exodus into shanties with the mangled remains of two innocent Belfast

Corporation dustmen, and an old man was sitting in the gutter with one leg blown off and various maimed others were staggering about distraught, shocked, and screaming.

But that was earlier on in what are euphemistically referred to as "The Troubles". Worse outrages have taken place, mothers murdered in their beds, young girls crippled for life by the barbarous practice of kneecapping, young girls tarred and feathered in medieval fashion. The atrocities have not all been on one side. Fearful sectarian assassinations have taken place, one or two people whom I knew quite well having died in such grisly fashion. But it's all too familiar for me to need to fill in the details.

What was once a green and pleasant land had become a harsh, grimy landscape. Was this the terminus towards which the Civil Rights had set out so optimistically? I remember, while still in England, cheering them on from the touchline. I even wrote—and still have the reply—an angry letter to James Callaghan, then Home Secretary, demanding he do something about gerrymandering or housing or whatever matter it was that journalists such as Mary Holland were espousing at the time.

I suppose I was typical of English Roman Catholics at the time. Here were one's religiousists being trodden into the ground. There were just goodies and baddies. My attitudes to this over-simplification were modified as soon as I arrived. I had been the victim of an interview a few days previously at a London polytechnic and been treated as a commodity. Here was an interviewing panel, Protestants to a man, which treated me with the utmost courtesy and hospitality.

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Ulster: isn't 7 years enough?

Bruce Cooper, an English Catholic academic,

reflects on his life in troubled Northern Ireland



The effects of terrorism in Northern Ireland: above left, a woman victim of the 1972 Donegal Street bombing lies shocked as she receives first aid, and above right, a soldier hurries to safety as a terrorist bomb explodes in a Belfast shop.

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But more debilitating even is the reluctance of anyone to speak out. The correspondence columns of the liberal "Belfast Telegraph" are checklists of pseudonyms.

What is its best starved as a crusade—the republicans' campaign for a United Ireland—has degenerated into a squalid affair, robbing post offices, mugging their own kind, running protection rackets and illegal shebeens, more reminiscent of the Al Capone period in Chicago. A friend of mine at Milltown Cemetery was approached by a couple of bruisers, who waited only till the earth had been thrown on the coffin, before demanding the key of his grandmother's house, which they were taking over for occupation. The other side ran their own campaigns. My next-door neighbour, a retired fitter from the Shipyard, a typically decent Protestant and not the Orangeman of popular fiction, during the last Loyalist strike was told if he wanted a sack of coal delivered, he would have to go for a permit to the local UDA headquarters. He refused.

The sadness is that Ulster has always been dealt a lousy hand of politicians. The moderates and the able, the industrialists and professional classes, have betrayed their country and preferred the pleasures of selling or playing oysters in Strangford Lough, or breeding golf on the lush links of Royal County Down. So the field has been left open largely for riff-raff, narrow-minded bigots; at their worst the current DUP majority councillors of Ballymena, whose intolerance reached its height when they boycotted a Remembrance Day service because a Catholic priest, an ex-naval chaplain, had been asked to conduct the service.

The politicians' finest hour, without doubt, was the government of the province in 1972. The Alliance Party holds out a thin ray of hope, increasingly drawing members from both sections of the community and not just the middle class, but the others have lapsed into their sterile, familiar, intransigent postures. Yes, talking to the average Catholic, a united Ireland does not seem high on his agenda. He is more concerned with a reasonable place in the sun, a fair share in what is going and a right to retain his cultural identity without being made to feel it is inferior. Had he enjoyed these in the past in the proportion he was entitled to, the IRA would probably have collapsed overnight.

The academics have still to experience their finest hour. One might reasonably expect the institutions of higher education to make some sort of positive contribution to some of the problems that rack the province, but the polytechnic included, by and large, they have steadfastly stood apart and aloof, seeing it as their duty to turn out qualified engineers and linguists and accountants. You look in vain for research topics such as "The economic consequences of the Troubles" but find in rich profusion such studies as "The life cycle of duckweed" or "Kitchen accounts in medieval nunneries."

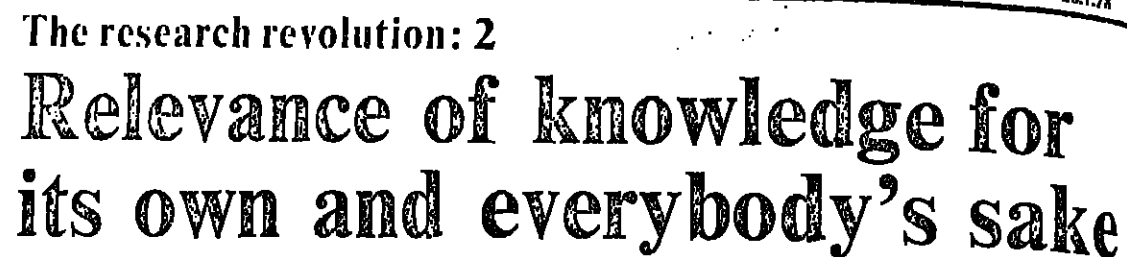
In some respects the institutions of higher education resemble medieval monasteries, harmonious communities within and no discrimination, nowadays studying sociology not Gregorian plainchant. Meanwhile, extramurally, the peasants, if not dying of Black Death, have been involved in fratricidal strife. Slowly and painfully there is emerging an embryonic interest in peace studies.

Geography, economics, common sense would all dictate that an ideal solution would be a united federal Ireland, with special provincial arrangements to reflect the cultural

aspirations of the Protestants of Ulster—and not just to get the British Government out of the book. But where is the common sense when one hears quite intelligent Protestants refer to the south as a "foreign country" and its citizens as "our enemies"? That is not how it seems to the Englishman at a rugby international at Lansdowne Road or holidaying in Donegal or Galway or Kerry. Although there are important cultural differences, north and south, they all seem distinctly Irish, given to good crack (conversation), as they say, marvellous story-tellers all.

The reasons for coming over seemed rational enough at the time, but what keeps one, amidst the apparent gloom and gloom, since Ulster has always been an exporting country in terms of its manhood?

I suppose, at the lowest level, the lack of job prospects across the water, particularly for those of menopausal age. But there's also been present during the past seven years, despite the privations, something more than that. It is composed of a number of strands. After a visit to the mainland, I return to Alderghrove, despite its fortifications for those of menopausal age. But there's also been present during the past seven years, despite the privations, something more than that. It is composed of a number of strands. After a visit to the mainland, I return to Alderghrove, despite its fortifications for those of menopausal age. But there's also been present during the past seven years, despite the privations, something more than that. It is composed of a number of strands. After a visit to the mainland, I return to Alderghrove, despite its fortifications for those of menopausal age. But there's also been present during the past seven years, despite the privations, something more than that. It is composed of a number of strands. After a visit to the mainland, I return to Alderghrove, despite its fortifications for those of menopausal age. But there's also been present during the past seven years, despite the privations, something more than that. It is composed of a number of strands. After a visit to the mainland, I return to Alderghrove, despite its fortifications for those of menopausal age. But there's also been present during the past seven years, despite the privations, something more than that. It is composed of a number of strands. After a visit to the mainland, I return to Alderghrove, despite its fortifications for those of menopausal age. But there's also been present during the past seven years, despite the privations, something more than that. It is composed of a number of strands. After a visit to the mainland, I return to Alderghrove, despite its fortifications for those of menopausal age. But there's also been present during the past seven years, despite the privations, something more than that. It is composed of a number of strands. After a visit to the mainland, I return to Alderghrove, despite its fortifications for those of menopausal age. But there's also been present during the past seven years, despite the privations, something more than that. It is composed of a number of strands. After a visit to the mainland, I return to Alderghrove, despite its fortifications for those of menopausal age. But there's also been present during the past seven years, despite the privations, something more than that. It is composed of a number of strands. After a visit to the mainland, I return to Alderghrove, despite its fortifications for those of menopausal age. But there's also been present during the past seven years, despite the privations, something more than that. It is composed of a number of strands. After a visit to the mainland, I return to Alderghrove, despite its fortifications for those of menopausal age. But there's also been present during the past seven years, despite the privations, something more than that. It is composed of a number of strands. After a visit to the mainland, I return to Alderghrove, despite its fortifications for those of menopausal age. But there's also been present during the past seven years, despite the privations, something more than that. It is composed of a number of strands. After a visit to the mainland, I return to Alderghrove, despite its fortifications for those of menopausal age. But there's also been present during the past seven years, despite the privations, something more than that. It is composed of a number of strands. After a visit to the mainland, I return to Alderghrove, despite its fortifications for those of menopausal age. But there's also been present during the past seven years, despite the privations, something more than that. It is composed of a number of strands. After a visit to the mainland, I return to Alderghrove, despite its fortifications for those of menopausal age. But there's also been present during the past seven years, despite the privations, something more than that. It is composed of a number of strands. After a visit to the mainland, I return to Alderghrove, despite its fortifications for those of menopausal age. But there's also been present during the past seven years, despite the privations, something more than that. It is composed of a number of strands. After a visit to the mainland, I return to Alderghrove, despite its



Professor Gould replies

Those who seek to personalize these matters forget that *The Attack on Higher Education* was the carefully considered work of a study group—comprising, apart from the

In discussing research "in its own right" just as in discussing research in relation to teaching the same broad distinction between individual scholarship and large-scale research remains important. The former is part of the "private" world of higher education, the process of discovery and introspection which it describes is a central element in academic life without which good teaching could not easily flourish. It is the means by which our intellectual culture is transmitted through higher education to the rising generation. By its very nature it is an individual, even anarchic, pursuit.

There are two main categories of research the priority of which few would question. The first is research of "timeliness", to adopt the SRC's phrase; that is, attempts to solve the really important problems facing the world. Such research is particularly likely to be in areas such as agriculture, energy, or medicine—but in view of the fears that

the traditional university. In a different way there is an argument that fresh innovations from research centres in Europe's Nuclear Research Centres, much more financed for very expensive fundamental research. Nor does anyone question research that is not useful to Government or industry. The contrast with research that is still dominated by the "private" rather than "public" criteria. Just as there is a great diversity of types of research, there is an equally great diversity of justifications for their support: it must be the perhaps inconclusive result of any attempt to get behind the claim of knowledge for its own sake, and "relevant knowledge." There must also be a diversity of organizations doing research, which will be discussed next week.

LETTERS TO THE EDITOR

The prospects for N and F levels

The other extreme is determined by the fact that the present commonest pattern of three A levels would be replaced by a maximum of

It is arguable that the preparation of pupils for jobs in productive industry might suffer by the introduction of N and F unless action were taken to correct the swings revealed in the data from the schools council resources survey. The contrary point of view would emphasize that more pupils would study N

At worst, if three science A levels are replaced by two F and one N in science, plus two N in one science, the loss would be one-third of the science of the two-year course, or one whole year for those who now do a three-year sixth form course. It requires considerable optimism to believe that there will be negligible impact of N and F on level of achievement at entry to university.

It is hoped that these wider considerations will be carefully studied in the debate which will be taking place in the next year on the advantages and disadvantages of A and P levels.

E. J. BURGE,
Professor of physics and head of department,
Chelsea College, London.

Technician conditions

The type of person employed as a university technician 25 or more years ago tended to be in most cases unqualified; it was, even by standards in those days, a very

necessary background for a possibly useful technician. In addition, when seeking new technical staff, we are now operating in a highly competitive market.

really need.
Yours faithfully,
E. A. WOOD,
Laboratory Superintendent, Applied
School of Engineering,
Sunderland

A hedgehog behind the fox's mask

Robin Milner-Gulland

discusses the first of four

volumes of the collected

works of

Sir Isaiah Berlin (right)



torian who feels his sole business is to tell a story, to narrate and

Pipes by contrast coolly dissects its institutions, history and present history (stretching back at least to Catherine II) and sensibly points out that the term has at least two meanings, broad and narrow, and that the difference between the two is an attempt, at precise definition. Solzhenitsyn uses both the defects and virtues of the old intelligentsia (chiefly as defined by the hostile *Vekhvaskiy* of 1909) as a stick with which to beat its modern equivalent; at times he still seems to be fighting old intelligentsia battles, and his ideology is close to that of the "Native Soil" faction of the 1860s.

Berlin's approach is entirely and refreshingly different from any of the others. It is equally far from Samuely's incanting speech, Pipes' dry disquisitions, and Hobsbawm's subjective journalism; stirring from the assumption that the leaders of the intelligentsia were men not only of passion, but of intellect and significant, undebly concerned to bring principles into action, to be delivered deep into key moments in their world of ideas. In so doing he neither patronizes them, recedes from them nor blivdly enthuses. He is warm sympathically separated from the great front of the intelligentsia (in contradiction to both Pipes and Samuely) how embedded in the intelligentsia culture the great novelists were. Above all he does not exalts the intelligentsia's variety and creativity, and the variety shows that Herzen (whom everyone knew to be a pleasant fellow, but little more) was a original thinker—even an intelligent, honest, and a legacy is still of vital importance.

Sympathy

His most striking rehabilitation, however, is of Belinsky. The founder of the social approach to literature criticism has not had a good press since the 1930s, when he was labeled a post-1930 Soviet Russia), but in Belinsky's pages we perceive not only his dynamic energy and natural eloquence, but the degree in which his criticism is a reflection of the social implications of literature. Belinsky is a genuinely modern achievement, worthy (only for lack of critical tools that would be developed in our century) of standing on a level with Humboldt and other unsuspectable plumes. But his alarming personality in everyday life, seems an unpromising candidate for Berlin's sympathy; yet I firmly dissociate Belinsky's image from a shallow caricature of the "sky's" utilitarianism or Pisarev's

philistinism—with which it is frequently confused—Berlin helps comprehend how his (and Herzen's) legacy remains a living force in the West. Most importantly, I would judge, the "ethical socialism" associated with the Russian intelligentsia, for example, with the Soviet journal *Novin mir*.

From all this it is clear that Berlin has little hesitation in praising (and blaming) historical figures for what was at once a major point of complicity in the Holocaust and the Berlin when in *What Is History?* (1961) he inveighed against "Good Queen Bess/Bad King John" approach to historiography. Though the disagreement between our two great historians is not a matter of taken account on general rather than specifically Russian grounds, the appearance of *Russian Thinkers* helps one to put the still-interrupted controversy into perspective. Berlin is clearly unwilling to mend fences, but he is also unwilling to conceive too narrowly what remains true to his central vision or to particular relationship with reader, and for that matter with his sources. Presumably from Carr's point of view what Berlin writes is a little like the old adage, "The point of attack—over determination shows even greater incompatibility of thought between the two; I believe with Carr, though for different reasons, that the issue formulated is a red herring).

turies rather than of those who made ducks and were left out on the side." None of Berlin's Russian thinkers made high scores on a reckoning, but the one who came closest (but who was not assumed to be a "revisionist" or a "historian") was "Judgment" (Cerebrum 3:1). "The main achievement of the revolutionary intelligentsia," he wrote, "was to make the Revolution; yet their revolutionary activity should have led to a revolution around 1880 or (in spite of the assassination of) 1890, but it did not. The special circumstances of the actual Revolution, nearly 40 years later, were very different but one is forced to doubt if any save the most general cause, the nineteenth-century revolutionism. In the eyes of the liberal and the liberalist thinkers, then, are important not for what they did but for what they did not, and what their ideas were not, even for us."

As for Berlin's propensity for judgment, this volume shows that it is exercised in a rather special way: remote from any quasi-judicial crudity. It is almost always applied—certainly since the mid-1950s—in a "positive" direction: there are many heroes on his page and few villains (even the awful Bakunin is treated charitably). In other words, a necessary function or corollary of Berlin's passion for understanding his figures, of doing them the courtesy of taking them and their predicaments seriously.

before a "hedgehog". Berlin stands close to the great Romantic historians: his effort to get inside history shows the deep implications of Ranke's much-quoted (to Carr, "not very profound") dictum "*wie es eigentlich gewesen*" lie not merely in self-immersion in original sources—though that is part of it—but in the heroic attempt to "*overcome*" time by making contact with the reality behind formal facts.

It must be said that Berlin's concentrated focus and generally non-narrative approach cause him to miss a few tricks. In particular, his failure to investigate the historical, ideological dimension of literature cry out to be carried further. With his interest in deterministic philosophies, it is strange he has ignored Tolstoin's novel *Hero of Time* (time-traveling novel, 1889) ("Kernak became" decade?), probably the greatest, most ironic and multi-layered investigation into the real-life consequences of determinism ever written, even by a Russian. Tolstoin's philosophy of nature is far removed compared with de Maistre's, but has a Russian antecedent in Pushkin's *Baris Godunov*, while the same author's *Pyshkin* broached problems the Russian scholar Tolstoin worrying over the *Tolstoin and Bulgakov* is a sequel even finer than *The Hedgehog and the Fox*. An important dimension of insight into the ideological implications of Tolstoin's *Fathers and Children* could have been provided by a critical analysis of the sentimentality (if such it is) of its ending.

Categories

There are more omissions; more worrying, since potentially deleterious to his arguments, is his unquestioning acceptance of traditional terms and categories whose definitions obscure the complexity and scope of inquiry. Thus the Slavophile/Westerner dichotomy is accepted almost without description, let alone analysis, though modern historians are sceptical of it (Pipes: "The false symmetry, . . . modern historians have created . . . between the Slavophiles, a party they call 'Westerners', but it is difficult to perceive any unity among [them] . . ."). Eighteenth century "Enlightenment" terms are used vaguely and almost interchangeably, yet the analyst of Vico and Herder is more aware, surely, than any of us of the vast changes in thought, art, politics and almost every other aspect of human life in the last third or so of the eighteenth century—and thus the post-Rousseau stages of "Enlightenment"—from the Baroque/Koceni age before. Since it is clearly not from lack of accurate knowledge that he accepts post-Enlightenment categories, we must attribute it to other causes: partly to problems of space within his chosen genre, but also to empathy with those thinkers he concentrates upon (those, that is, before the categories they thought in).

In any case, whatever problems might result from exclusivity of focus in Berlin's individual case—these are counterbalanced by other great talents for conceiving the "personality" however complex, of a great cultural-historical movement. The short essay on the impact of Gorman Romanism in the USSR is a gem. The book is a book, and indeed my only serious regret about *Russian Thinkers* is that by its nature it could not include other works—above all the six great broadcast lectures on Romanism in the USSR, which would be an essential European context. These, presumably will appear in further volumes, so let us hope they are

what it reveals about Sir Isaac himself and the original *Friday* of the mid- and not least for its view of a side of Russian culture that (unlike that of the West) is not shared by extremists, barbarians and wallowers in emotion) has always tended to be ignored – its sane, rational, measured and optimistic aspect, touchingly confident of ultimate enlightenment, however adverse the conditions, its sample of protection for Western Europe that prefers to patronize it.

The author is reader in Russian studies at the University of Sussex

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Knight life

The Chivalrous Society
by Georges Duby
translated by Cynthia Postan
Edward Arnold, £15.00
ISBN 0 731 5943 X

Georges Duby's reputation was first founded on his thesis on medieval society in the *Mémoires* published in 1953. He is probably best known in England for the translation of his *Guerriers et Paysans* which describes the early development of medieval society in general.

The subject-matter of most of his essays in this volume is the nobility of western Europe, particularly France, between the mid-tenth and the late twelfth centuries. This is the period between the decline of the institutions of the Carolingian empire and the rise of the monarchies and principalities of the high Middle Ages. Over most of western Europe it was a period of very weak state authority, the classic age of feudalism.

The essays are not about the whole of that society. Duby's inaugural lecture as professor at the Collège de France expressed the ideal of a "global vision". And he is capable of linking the spiritual and material aspects of society. Perhaps his most readable essay is a study of the twelfth-century knight, a real social type in which he identifies a real social type and a prototype of the knight errant of romance literature. The essays are mostly concerned however with two particular strands in the social history of the period: the development of the conception of the family among the nobility and the development of the idea of knighthood.

Duby has two ways of approaching families, through the genealogies which twelfth-century men composed themselves and through real genealogies constructed out of the independent evidence of deeds. Family consciousness expressed itself in the recollection of ancestors extending back several generations in the case of families of comital rank two centuries—recording ancestors selected to emphasize, as one might expect, the continuity of a male line in possession of a castle or estate. The other approach, through the charters, which Duby applies to the area he knows best, the Méconnais, shows that many noble families can be documented through the two centuries and here again he can show the reality of the continuity of the family estate held as far as possible undivided in the hands of the males of each generation. He believes that the consciousness of lineage spreads down the social scale from the level of counts at the beginning of the period to the level of ordinary knights at the end. This noble society was growing in numbers, largely no doubt because of the general expansion of population and wealth.

A manifestation of its growth was the spread of the use of the word "knight" (*miles*). Perhaps the most interesting parts of Duby's book are those in which he tackles the problem of the origin of knighthood: why does the Latin word for a soldier, rarely used of nobles before the eleventh century, become by the end of the twelfth the universal indication of noble status? Duby's theory emphasizes among other things that it starts by being applied to the lesser nobility because of its biblical connotations of service ("soldier of Christ"). Christian ideas of the religious role of a pious fighting nobleman, culminating in the crusading ideal, generalized the notion to the nobility as a whole.

The study of the feudal nobility in France has a continuous history from Montesquieu's *Esprit des Loix*. Duby, a pupil of Marc Bloch, writes to some extent in the shadow of Bloch's famous *Feudal Society* published since 1960. But in the articles in this book, mostly originally published since 1960, he has made substantial advances in certain fields of society, particularly the diffusion of lineage and the diffusion of knighthood. He has probably been the most influential writer on feudalism in recent years and the signal honour of a translation of his scattered, and frequently overlapping, papers is justified.

George Holmes

BOOKS Arts and minds

Florence and the Medici
by J. R. Hale
Thames and Hudson, £7.25
ISBN 0 500 25059 6

There have been many books on the Medici, and many more on Florence, but Professor Hale has had the original idea of looking at the relationship between the two. The period with which he is concerned runs from Giovanni di Bicci, who founded the family fortunes in the early fifteenth century, to Gian Gastone in the early eighteenth, lying "passively and at times disgustingly in bed". Hale presents us with what is essentially a synthesis of other people's research, but the judgments, sometimes unconventional, are his own.

The book's major theme is political. It is the route by which the Florentines moved, as the author says, "from a republicanism uniquely energetic in its cult of liberty to the drowsy acceptance of near-absolutism".

The beginning of this story is the least well known. Drawing on the unpublished work of Mrs Dale Kent, Hale explains how the early Medici built up a faction composed of their relatives and their clients, which enabled Cosimo to exercise considerable power from 1434 to 1464 behind a republican facade. Cosimo's grandson Lorenzo the Magnificent, who presided over Florence between 1469 and 1492, had a more regal manner, but still liked to be regarded as no more than the leading citizen of the republic, and (as Professor Rubinstein has shown) his power was not absolute and he did not always get his own way.

The creation of an absolute monarchy, employing a bureaucracy to administer a Tuscan territorial state, came considerably later, after the Medici had twice been driven out and had twice returned, each time in the baggage of a foreign army. The Medici "principate" was mainly the work of Cosimo I, Arch-

duke of Tuscany, who ruled 1537 to 1574, but the system until the death (without issue) of Gian Gastone in 1737.

Hale's skilful blend of narrative and analysis makes the rise of Medici comprehensible without making it seem too inevitable, and he gives a disarming account of the different or patterns of control.

The book's minor but not theme is that of the Medici patrons of learning, literature, the arts. Here, too, the author is skilful. The first of the Medici emerges as a man, although in scholar's heavily on building, perhaps by Ernst Gombrich has suggested ally his guilt about his from usury, though Hale is difficult to see Cosimo "brings way through the gates of Florence with architectural good will".

On the other hand, although a lively and an enthusiastic collector of Roman antiquities, commissioning paintings and virtually no built.

Cosimo I spent heavily on arts, but for political reasons saw frescoes and festivals as means of propaganda, creating a favourable image of his reign. His ancestors, Hale reminds us, "he paid more historians to write his history than he did to his own hand, was more a ruler than a scholar, and more a collector than a collector of art".

This concise, elegant, and book makes an ideal introduction to the history of Florence. It is only one serious omission from the book, that of the Medici's study of art at the court, 1670-1743. There are 35 chosen illustrations.

Peter B.

BOOKS

Regional crime squad

Crime and Authority in Victorian England
by David Phillips
Croom Helm, £8.50
ISBN 0 85664 568 0

The primary aim of this book is to investigate the vast increase in criminals which occurred in the early nineteenth century, to see whether they resulted from a true proliferation of crime portending a total breakdown of society, or whether contemporaries feared, or whether they merely reflected improvement in policing and changes in the legal system.

Stemming from this objective, the author poses various subsidiary questions—what sort of offences were committed, increasing, how effective were the police and judiciary, who were the offenders and their victims, and what was the attitude of the working-class towards the law and its agents?

To try to answer these questions satisfactorily Dr Phillips has chosen to study a comparatively small area—the roughly 800 square miles known as the Black Country—and a relatively short timespan—1835-60. (The title of this book, therefore, is somewhat misleading; the discover picture of prisoners exercising in Newgate Gaol, moreover, is scarcely apt.)

Dr Phillips has compiled and analysed from his local sources—Quarter Session and Assize records, and local newspapers—some 20,000 criminal cases—a commendable achievement—and gathered a mass of information on the police, the system of prosecution and the prosecutors. The extensive documentation and 42 tables leave no doubt as to the depth of his scholarship.

As a result of this research, he feels that national averages, such

as those provided by V. Carrell and T. Hadden from the central criminal statistics, and broad generalizations, such as J. J. Tobey has taken from contemporary commentators, tend to distort the picture at a grassroots level.

His conclusions, however, are disappointingly tentative. Whereas Tobias, for example, proclaims that want and distress were not general factors in increasing crime, and Carrell and Hadden used statistics which indicated that they were, Phillips's assessment is that in some cases they were and in many they were not. This and other finely balanced judgments are typical of the doctoral thesis.

Dr Phillips's heavy reliance on the format of his thesis has also resulted in an unnecessarily uniform organization of his three chapters on offenders. This is a pity, as the predictability of the presentation detracts from the inherent interest of the subject. And surely it must have been possible—without risking the author's academic reputation—to have enhanced the chapter on the old and new police.

Nevertheless, this book adds greatly to our understanding of criminal activity and law enforcement in a truly industrialized area of Victorian England (see his comment on Tobias's metropolitan bias), and teaches us the importance of measuring widely accepted generalizations against local evidence. As Dr Phillips implicitly acknowledges, it is impossible to draw general national conclusions from his local study. We need many more regional surveys on these lines, and perhaps, in those undertaken on the Poor Law—in order to gain a complete picture of crime and authority in Victorian England.

M. Heather Tomlinson

Party lines

Politics in the Age of Cobden
by John Prest
Macmillan, £7.95
ISBN 0 333 22349 7

The contents of this book are aptly summarized on its cover: "This is the first book to interpret the politics of the 1830s and 1840s as a continuous re-statement of conflict in which the Conservatives first seized the initiative and then lost it to the Anti-Corn Law League and the Reformers."

Earlier works have of course given some account of the ways in which the registration provisions of the 1832 Reform Act were exploited for party purposes, but here the author is concerned "to stress the decisive significance of the registration" in post-reform politics. Mr Prest draws on a wide range of contemporary sources, and he offers a great deal of interesting material on, for instance, the judicial interpretation of the legislation involved, the mid-century parliamentary reform for Ireland, and the nature of early Victorian registration statistics.

There can be no doubt that the party system in the registration era was a factor which must be reckoned with in the politics of these years, but it is not at all clear that the argument offered here is fully made out. More than 20 years ago, in *Politics in the Age of Peel*, Professor Gash explored the complexities of the political system involved, and it may be that a careful reconsideration of the evidence offered there might have induced Prest to modify his claims as to the significance of the registration itself.

At a number of points the case seems to be pushed further than the evidence actually warrants, and there is no clear demonstration that the manipulation of the electoral registers did of itself decide the overall result of a general election or force a major change in policy. The situation is blurred somewhat by the distinctly polemical nature of some of the contemporary references to the art of electoral manipulation. It seems certain, for example, that the propaganda of the Anti-Corn Law League deliberately overstated the effectiveness of that organization's registration campaign, and it is unwise to take this category of evidence at its face value.

Prest cites an editorial in *The League* as authority for the judgment that by the mid-1840s "the landlords had already, since 1832, created all the dependent votes they could", but this is a fragile assertion with which to outguess such a dubious contention. The evidence offered to the Select Committee on the votes of county electors, which followed the 1845 registration campaign, is an important source, but it is very likely that the evidence fed to that committee by George Wilson and his colleagues was deliberately intended to exaggerate the importance of the League's registration work in order to increase the pressure on their opponents.

In other cases, too, the argument as to the crucial nature of the registration seems to be pushed too far. Not everyone would agree, for example, with the claim that O'Connor's Chartist Land Scheme "missed a great opportunity to create a body of independent electors in the English counties" for the actual history of that scheme scarcely demonstrates that there was a great opportunity here.

In general, even taking account of all the evidence offered here, the contention that the registration system was of decisive significance in the politics of the 1830s and the 1840s is not fully made out. There were many other forms of political influence at work within British society at the time, and it may well be that some of them were of much greater significance than the manipulation of the electoral registers. Certainly the registration of electors proved incapable of propelling a radical politician like Cobden into a position of effective power.

Norman McCord

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MANCHESTER UNIVERSITY PRESS
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BOOKS

Privateers on parade

The Defence of British Trade, 1689-1815
by Patrick Crowhurst
Dawson, £8.00
ISBN 0 7129 0699 1

The main threat to British seaborne trade between 1689 and 1815 came from the privateer. Drawing on the work of French and British historians as well as on his own research, Dr Crowhurst concentrates on the activities of the French corsairs.

The French *guerre de course* was waged mainly from the ports along the western seaboard. Of these, St Malo was the most important with Dunkirk in second place. But privateers were also fitted out from other Breton ports, from Nantes, from Bordeaux, from Bayonne, and other Biscayan ports. These French privateers made the western approaches, the English Channel, and the North Sea the most active theatres of operations but French privateers also worked out of bases in the West Indies, threatening British merchantmen in the Caribbean and along the North American coast. French privateers were also encountered in the Indian Ocean and the China Sea.

But other privateers also terrorized the sea lanes of the world. During the Great Northern War and the Napoleonic War when the Baltic powers were hostile to Britain, privateers were active in the Baltic. When Spain was at war with Britain, her privateers also operated from metropolitan ports and from bases in Spanish America. Together with vessels of

France and other Mediterranean powers, Spanish privateers also waged war in the Mediterranean. During the American Revolution, of War, before the Americans had themselves acquired a navy, American privateers preyed on shipping along the seaboard of North America and in the Caribbean and were also to be found in European waters, including the Irish Sea. French privateering reached its peak during the wars between 1689 and 1713 and in the following years the American Revolution. Then the American Revolutionary War and the French Wars between 1789 and 1815 brought a resurgence of privateering. To a greater or lesser extent, therefore, privateers provided a threat to British trade in every war between 1689 and 1815. And while merchant vessels were relatively safe in the mid-ocean, when they came near to ports, particularly in European waters, they faced the threat of enemy privateers.

Of British merchant vessels, the East India Company was usually heavily insured in order to be able to take care of themselves but other merchant ships required protection from privateers—and from enemy naval vessels. The method which came to be successfully adopted in the eighteenth century was the convoy. First employed during the first Dutch War, the convoy system was elaborated between 1689 and 1815. Convoys were organized with increasing efficiency by the Admiralty which acquired a growing number of escort vessels for the protection of British merchant vessels.

While devoting comparative little attention to the privateer threat to European trade, Crowhurst discusses how particular problems posed by the northern states, the West Indies, and the East Indies—tackled. Though merchants were tempted to take a chance by ordering their vessels to sail on the high seas, they were often lured by the goods they carried which they arrived at a market early in the season, they were effectively coerced into using convoys by legislation and by the pressure of insurers backed by judicial decisions.

The spread of marine insurance with insurers offering lower rates for vessels which sailed in convoys, reinforced by a number of legal judgments by Lord Mansfield which elaborated the law in relation to marine insurance and, finally, gave a financial advantage to those merchants whose vessels sailed in convoys. And this self-interest was reinforced by legislation to which Dr Crowhurst devotes little attention. Of these Acts, the most important were those of 1700 and 1803 which, with certain exceptions such as East India Company convoys compulsory for all ships engaging in foreign trade. As a result the defence of British seaborne trade between 1689 and 1815 was carried out increasingly effectively.

Walter Minchinton

The northern illuminations

Celtic and Anglo-Saxon Painting: Book Illumination in the British Isles 600-800
by Carl Nordenfalk
Chatto and Windus, £4.95
ISBN 0 7011 2242 0

This large quarto paperback is in a series promising "the finest and most interesting illuminations from the most important Eastern and Western manuscripts".

Unfortunately, in the title of this volume, even on the cover, "Celtic" is printed bigger than the rest. It is unnecessarily polemic to suggest that the Celtic element is more important than the Anglo-Saxon in the seventh and eighth centuries. The author is the subject of this survey. He observes: "The Gospels of St Willibrod and the Book of Lindis-

farna, the most perfect of all the Anglo-Saxon manuscripts, embody together with the Books of Durrow and Kells, a national style common to Ireland and Northumbria." The volume contains an introduction describing the background of these works of art, a short bibliography, and 48 plates, each with a commentary on its significant features, reproducing, in excellent clarity and splendid colour, pages of the Durham Gospel Fragments, the Gospels of St Willibrod, Lindisfarne, St Chad and Trier, the Books of Durrow, Kells and Mulling, the Durham Cassiodorus, the Vespasian Psalter and the Codex Aureus. The selection of pictures is good and the various aspects of the subject are fairly illustrated. The reproduction is a little rich—perhaps the colours are a little too bright—used to a paler look in previous work—and in plate 20 the montage clips off a corner of the design.

These intricate and potent compositions need skilful unlocking. It is not pitched at the level of the uninitiated in art and archaeology. The reader is expected to be about Peter Meyer, Style II, Caradoc Down, *per cula* of Commis, the Palestinian annals of the Apocalypse in Valenciennes, the penitentials of hanging but. But it would make a useful reference tool at a more advanced level.

The spelling system is American English, but this does not justify "practised" for "practiced", "erectory" for "repertoire" and "factory" for "prefactory". "Eggs" is misspelled and on page 60 "the Wildy" refers to an epoch not in fashion. On page 85 "presuppose" is wrong, on page 123 "ceram" like "is" is ugly.

These are trivial faults. The book is the thing. It is a beautiful, beautiful and interesting book at a very reasonable price.

John McNeal Dodgson

Humane historian

Time and the Hour: Some Collected Papers
by David C. Douglas
Eyre Methuen, £16.00
ISBN 0 413 31830 3

The essays in this volume have appeared in various journals over the past 50 years and they reflect Professor Douglas's main interests as an historian.

Over half are devoted to the Normans, both in Normandy and England, and there are two more on medieval English historiography which, for Professor Douglas, is clearly an inescapable part of historical study. Of the remainder, there are two sketches of past historians, J. R. Green and Marc Bloch, a more general study of medieval Paris, and a reprinted lecture of his own profession of historical faith.

If the latter says nothing startling, it confirms what can be seen in most of his writings: a profound belief in history as a humane subject, providing both an intellectual discipline and a sense of continuity, which enhances understanding of things human without proscribing panaceas or blueprints for Utopia. It should not therefore be the preserve of the specialist and certainly not written for him. As he says, writing of C. Green's widespread appeal: "to parade concentrated

learning, to please a few expert critics, and to scare the public away from history, these can never be the true aims of history."

Whether he expects too much of history and historians, his own work—which has been so far crowned by three more books on the Normans since his retirement as professor of history at Bristol in 1963—has been informed by these objectives. Even at his most technical he remains readable and intelligible and he has put human personality at the forefront of his enquiries.

Medievalists will welcome a volume which brings together such a substantial number of Professor Douglas's more scattered writings, which also the select bibliography which accompanies them. What a pity, then, that the publishers could not support their professional importance by making it accessible to a wider public. At £16 for even 243 capacious pages of text and notes, that wider interest will for most have to be satisfied in some specialist library.

Gordon Leff

Social Statistics in Ireland: A Guide to their Sources and Uses by James McGilivray, is published by the Institute of Public Administration, 59 Lansdown Road, Dublin 4, at £3.50.

James II

MAURICE ASHLEY

A reappraisal of James the man as much as of James the king. Maurice Ashley contrasts the young and brilliant officer with the ageing exile absorbed in guilt. He questions the ideas that James was a bigot whose sole aim was to re-establish the Roman Catholic Church throughout his dominions and that he was a slave of the French monarchy.

Maurice Ashley's new book on the last of the Stuarts to reign in England is admirably impartial... admirably objective. *The Irish Times*

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DENT

Beetles' bad times

Studies in the Scottish Lateglacial Environment
edited by J. M. Gray and J. J. Lowe
Pergamon, £7.95
ISBN 0 08 020198 8

It is difficult to keep pace with the ever-growing flood of books made up of collections of scientific papers which, in former years, would normally have found their way into journals. Gray and Lowe's justification for their book is that it enables the large amount of research in progress, to be grouped in one volume rather than published separately in the scientific journals of several disciplines. I found their case for a book not proven, but compelling them and the publishers on an extremely well-produced volume.

Three subject areas are represented: geology/paleontology (five papers), palynology (three papers) and paleoecology (one paper). All of which normally find their way into journals well-known and frequented by those concerned with the Quaternary. The book does not form an integrated whole and it is not a useful introduction for the non-specialist to the Scottish Lateglacial, as individual papers are highly specialized and presuppose the reader starts with a basis of knowledge.

None the less, I agree with the editors about the importance of studies of this period of geological time. At the end of the last glacial period, while the last remnants of the great ice sheets were being banished from Britain by a rapidly warming climate, probably little different from our own, the whole process went into reverse. Within 1,000 years or so ice caps regenerated on Scotland, intense freezing of the ground occurred, vegetation began to deteriorate, and, as we all know (all that is except non-specialists who must excuse me), this seemingly insignificant fact bequeathed suffering dreadfully. This period, the so-called Lateglacial is one of the few for which we have a lot of evidence about the structure of the environment, rather than their decay, and as the possibility of a new glacial period is a popular scientific bogey, interest is redoubled.

On the whole, individual papers are of high quality. The best chapters include a fascinating reconstruction by Sissons of the small glaciers which flourished in north-west Scotland during the late glacial period, and a chapter on a great deal about paleoclimate: a reconstruction by Bishop and Coope of Lateglacial climates from fossil coleoptera; and environmental reconstructions based on palynological data from the Northern Highlands by Pennington and the southern Gramscans by Walker and Lowe.

There are also papers on vegetation development in Skye, marine environments at Lochgash, and shorelines in the Barm-Tay area; a reinterpretation of Sygne's Ohan-Ford marine; and a very disappointing chapter entitled "Late Devensian glaciation in north-east Scotland" in which Clapperton and Singden attempt to demonstrate that, in contrast to earlier views, this area was glaciated in Late Devensian times. They replace these earlier views with an equivalent argument which depends on the same sort of regional generalization unsupported by firm data of which they are so critical. One would have hoped for a definitive solution to this important problem.

The best chapter, however, is the one in which the book together is a creative synthesis by the editors in which they propose plausible solutions to some of the conflicting palaeo-environmental reconstructions which have been made for the period, and the thorny problem of the rate of glacier growth and decay and its relation to palaeoclimate.

G. J. Boutton

Correction

In his review of *The Alliterative Revival* (THES, January 6), A. C. Spearing wrote "there is perhaps no medieval alliterative poem of substantial length so incompetent as Lydgate's work" and not "competent" as published.

Guernica! Guernica! A Study of Journalism, Diplomacy, Propaganda and History
by Herbert R. Southworth
University of California Press, £15.00
ISBN 0 520 02830 9

The Spanish Civil War exposed and reinforced the deep European ideological divisions of the 1930s. Positions released then have even more by no means abated. The demise of Franco's dictatorship, which emerged from the war, may eventually make it easier to get this climactic event into perspective but, for the moment, unresolved controversies continue to rumble on. In Spain itself they sometimes retain a special significance in domestic political debates.

This book is one of the most impassioned of such controversies—one that acquired a major symbolic significance. It concerns the destruction, in April 1937, of much of the Spanish Basque town of Guernica by German aircraft operating in support of General

Postwar Europe: A Political Geography
by Mark Blacksell
Dawson, £6.00
ISBN 0 7129 0789 0

This is a particular view of European political geography, strictly limited to an attempt to explain why the movement towards European integration has recently become so active, and what it is that the various institutions have been trying to achieve. The author believes that geographers who (presumably in writing regional descriptions)

German conservatism

Christian Democracy in Western Germany
by Geoffrey Pridham
Croom Helm, £9.95
ISBN 0 85664 508 7

The first part of this book (almost two thirds) traces the development of the German Christian democratic movement from 1946-76, and the second analyses the composition and structure of the movement, i.e. its two parties—the CDU in all states except Bavaria and the CSU in Bavaria—and their auxiliary organizations.

Dr Pridham writes more as an historian than as a political scientist. Certainly, his book is an outstanding success as a detailed historical survey of post-war German Christian democracy, but I have some reservations on what may broadly be regarded as the "political science" sections.

Based largely on press cuttings and academic studies, delightfully spiced with details gained from CDU *Landesverband* archives and from interviews, the book is certainly a mine of interesting information, particularly on the CDU; the chapter on the CSU is perhaps inevitably based largely on Mintzel's detailed study of that party.

The chapters on the rise of the CDU and Adenauer's ascendancy do not add much to the earlier work of Wleick and Heidenheimer; in large measure Pridham agrees that the CDU was a "loose association" movement rather than a properly organized party in the 1940s and 1950s, a movement whose ideological ideological and regional divisions were concealed by electoral success, the "economic miracle" and the cementing influence of Adenauer's rather simplistic foreign policy based on anti-communism and pro-Europeanism.

Adenauer's declining years (1959-63), the Erhard government (1963-66) and the Grand Coalition of 1966-69 are all analysed with considerable skill. In his discussion of these difficult transitional years for the Christian democrats, Pridham shows how changing social values in the Federal Republic, foreign policy differences (the Gaullist/Atlanticist quarrel), leadership prob-

BOOKS

Apologists for barbarism

France's momentary "Nationalist" forces. At the time foreign public opinion, particularly in Britain, was much shocked by this act of war. The few foreign journalists operating in the area, behind Republican lines, found most notably a representative of the *Times* reported an attack on civilians of then virtually unprecedented proportions. Picasso's famous picture expressed but did not itself create the anger felt by contemporary readers of such a relatively new form of barbarism. The special historical significance of Guernica, for the Basque people, added to the sense of shock.

Issue was joined over Guernica's fate when Nationalist "apologists" found that an apparently successful military operation threatened to become a diplomatic and propaganda disaster. They reacted by launching a "cover up" operation which initially sought to transfer blame for the town's destruction to locally based incendiaries. The operation involved the use of foreign correspondents, accredited to the insurgent forces, who were misled, or allowed themselves to be misled, by official pronouncements. As Herbert Southworth shows,

reports from such sources provided the basis of an officially presented explanation of events that, in certain respects, persisted throughout the Franco era. Equally, there were foreign apologists for his regime who, as late as 1973, clung to the traditional orthodoxy.

In this study the author, with scrupulous attention to detail, analyses the situation out of which two sharply conflicting interpretations of the tragedy arose. Similarly, he exhaustively surveys the diplomatic manoeuvres linked to the event. He also gives a blow-by-blow account of the controversy as it developed over the years in Franco's Spain. Finally, he seeks to steer a path through the mine of conflicting claims, and towards a balanced assessment of what was really involved. As he himself acknowledges, this cannot mean a definitive answer to all outstanding questions. Above all, the question of precisely why the attack occurred remains unclear.

The scholarship displayed in pursuit of such aims is impressive. Indeed, the reader may sometimes feel overwhelmed by the sheer weight of detail. On occasion one

could wish for a more direct statement of the author's conclusion. There are also times when the author's multi-talented and committed stance seems to prevent due weight being given to the psychology, temptations, and dilemmas of those who clung to the official Spanish version of events. On the other hand it is the passion informing Southworth's study which gives it much of its undoubted cutting edge.

The book remains very much an offering for specialists. It provides an exhaustive and authoritative review of the literature. As a case study in the uses and power of propaganda it is particularly instructive. Its value might have been enhanced by a more general or theoretical meditation upon this theme and a less burdensome use of empirical data. Nevertheless, it stands as an illuminating and impressively judicious study of a subject which still has practical political implications. The bombing of Guernica, and the argument over who was responsible for that event, is still part of the Basque problem confronting Spain's present rulers.

Kenneth Medhurst

A modest view of political geography

ions) would not dream of omitting a detailed account of basic physiography or of historical evolution are all too ready to neglect political developments, particularly the emergence of the environment, surely a topic of major interest to geographers. There appears to be no reference to the "International Commission for the protection of the Rhine against pollution" nor to the various trans-frontier commissions operating in this field and in that of regional planning.

Worrying at a more fundamental level is the deliberate rejection of any attempt at theoretical treatment in favour of a description of "the regional impact of political

events". Even if the state of political geography is as dismal as Blacksell says, there is no lack of speculation by specialists in politics and international relations, some of whom have tried to deal in general terms with the impact on integration of such essentially geographical characteristics as the physical features, size, shape and continuity of the areas concerned. In addressing so useful a book primarily to fellow geographers writing descriptions of the economic and social geography of the continent the author seems to have chosen an excessively modest role.

T. H. Elkins

Victorian Imperialism

C.C. Eldridge

The British Empire during the reign of Queen Victoria has been the subject of much recent controversy. Dr. Eldridge summarises the latest findings and presents a balanced picture of the reasons that lay behind the acquisition of colonies in many parts of the world at different times. Contrasting views, that the empire was a necessity to Britain or that the colonies were, in Disraeli's famous phrase, 'a millstone round our necks', are compared, and the economic, political, social and 'emotional' factors behind colonisation are analysed and assessed.

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BOOKS

Common sense and the metaphysician

Berkeley
by George Pitcher
Routledge and Kegan Paul, £7.50
ISBN 0 7100 8587 7
Molyneux's Question: Vision, Touch
and the Philosophy of Perception
by M. J. Morgan
Cambridge University Press, £7.50
ISBN 0 521 21558 7

A minor difficulty in writing about Berkeley is that, if one adopts the plain chronological manner, the plot just unavoidably gets off to a rather slow start. His first published work, the *New Theory of Vision* is both narrow in topic and profuse in detail, and also, as it happens, deliberately misleading as to his own real views. Professor Pitcher, who has written on perception in his own right, deals with this problem by taking it absolutely head-on. He starts at the beginning with dogged patience, and not until chapter five do we break out into the headier atmosphere of the *Principles*. His book belongs in a series

edited by Ted Honderich, under the general title "The Argument of the Philosophers". Pitcher has clearly taken this title seriously. It is not that he is unconcerned with the question whether Berkeley was right or wrong, or whether his conclusions on this topic in that or his earlier work are to be taken as clear as possible, step by step, what Berkeley's arguments were, and to assess the cogency or otherwise of these arguments. This he does exceptionally well.

It is infinitely scrupulous and skilful in keeping his statements and assessments of Berkeley's arguments in close touch with citations of the actual text; and he is prepared, again in a patient, head-on manner, to conduct both exposition and criticism as far as possible in Berkeley's own terms, resisting temptations to translate the debate into contemporary idioms. This is a pleasingly traditional way for one philosopher to write about another, and Pitcher does it unusually well, most notably

perhaps in his judicious unravelling of Berkeley's short-but-not-too-short-and-forgoing-on-laugh-on "abstract ideas".

His conclusion—not putting it in these terms—that Berkeley was really much more like Bertrand Russell than like G. E. Moore. Although he often professed his devotion to "common sense", and was indeed always eager to enrol common sense as an ally against his philosophical opponents, he was really quite firm—and quite happy—in the conviction that common-sense views of the world were massively mistaken, and that, although for good reasons one should "speak with the vulgar", common beliefs were in any way entitled to similar deference. Perhaps that is only to say that he was a metaphysician.

Pitcher finds something interesting to say about Berkeley's views on the mind, even though these exist far from the mind only in embryo, in his notebooks; and he even contrives to tease out of *Passive Obedience* some arguments

about ethics, though here too Berkeley never worked out his position in detail. Reasonably enough, he has nothing much to say about *Alciphron* or *Siris*. A surprising omission, however, is any discussion of Berkeley's philosophy of science. This is surprising both because Berkeley's contentions here were remarkably original and ingenious, and also because it is surely at this point above all that he was most directly and most furiously, in opposition to Locke.

Dr Morgan's book *Molyneux's Question* is a curious work. To the eye of a philosopher (Morgan is a psychologist) its general intention does not emerge at all clearly, though it is interesting enough if regarded as a sort of anthology. The question, as stated by Locke in his *Essay*, was this: "Suppose a man born blind, and now adult, taught by his touch to distinguish between a cube and a sphere of the same metal, and nearly of the same bigness, so as to tell, when he felt only of the cube, which is the cube, which the sphere. Suppose

then the cube and the sphere put on a table, and the sphere put to his sight, before he touched it, he could now distinguish and tell which is the globe, which is the cube?"

Morgan makes this question a occasion of a rather rapid succession of the views of eighteenth-century commentators on more or less the same topic, including lengthy translations from Diderot and Condillac. It follows an extended consideration of the views of Lotze, in which is not very clear whether or not the same topic is at issue, and finally a survey of some recent experimental findings, it being not entirely clear on what principles they are assembled. But it is, in the end, clear that Molyneux's question is the rather simple affair that (and Locke, and Berkeley) took to be; and the separate item Morgan's disquisition are all of considerable interest in themselves.

G. J. WATER

Action and meaning

Human Action and its Psychological Investigation
by Alan Gauld and John Shutter
Routledge & Kegan Paul, £5.50
ISBN 0 7100 8568 0

The kernel of this book is an attempt to establish a case for what is called in hermeneutical psychology. This psychology studies and explains human action but only the relatively small number of individual actions whose meaning is not clear. For example, actions whose "meanings" are obscure (or "pathological") or actions or sequences done in accordance with rules which the agent cannot himself formulate. The task of this psychology is to seek out such anomalous actions and to explain them.

The hermeneutical psychologist does this by elucidating the meanings which the action had for the agent, from the meanings that he can. His task is completed when, for example, "after psychotherapy the patient comes to understand that his strange action was a symbolic place of aggression against his father, or when an agent comes, through "thought-experiment", to be able to formulate more clearly the rules which have all the time guided his behaviour".

As examples of empirical investigations within hermeneutical psychology, the authors point to work on infant development by the Newsons, Schaffer and Bruner. They declare that, in proposing the adoption of an hermeneutical framework for the psychology of human action, they are not proposing "any immediate and drastic revolution in the kinds of work psychologists undertake". "We should rather expect", they say, "certain changes of emphasis, for example, greater conceptual analysis, and more psychological work devoted to problems of immediate practical or social importance."

Why should psychologists practise hermeneutical psychology? The authors argue that human action cannot logically be brought within "the net of orthodox scientific explanation", and given causal explanations under universal generalizations. They base this argument on a very familiar type of case about the ordinary concepts of, e.g. intention, want and action. Accordingly, they seem to argue that the obvious, and indeed the only, alternative way of dealing with human action is by hermeneutical psychology.

Should psychologists be impressed

and moved by this argument? Not in my opinion. In the first place, the well-trodden argument that logically excludes human action from the scope of scientific methods, far from being established, is itself the subject of great controversy in philosophy. If even if this thesis were established, it would not follow that we have to succumb to it. For when scientific inquiry becomes powerful enough to get to grips with the high-level phenomena in question, it may reveal that ordinary concepts (of intention and so on) are misleading in ways which entitle us to ignore the thesis.

The authors do claim, however, that the chief benefit from taking their stand would be "the easing of an intolerable pressure" on psychologists, namely, "the pressure to build up a 'science' like the 'hard' sciences". Now it is only too clear from their preface that the authors have themselves been the victims of naive enthusiasm about the prospects of psychology becoming a hard science. But there is little evidence that psychologists in general are victims of this enthusiasm at this time. Nor is there good reason to suppose that the Gauld-Shutter treatment for those who are victims is the only, or the best, therapy available.

The sensible way to defend a psychological stance and method—whether hermeneutical or Skinnerian or whatever—is to argue that it will deliver research dividends, and then to go on to show that it does. But Gauld and Shutter seem to be very modest about the gains in our knowledge that they claim will accrue from using their methods. Indeed, they do not appear to outline any specific programmes of research which are not already explored already. They seem to have forgotten that to a working psychologist an ounce of dividend is worth a ton of philosophical argument.

Another unfortunate feature of the book is that in order to present their argument they seem to have thought it necessary to run down the work of some of their distinguished contemporaries—for example, Weiskrantz and Argyle. This tempts follow psychologists to retort that when Gauld and Shutter produce contributions to psychology as notable as those of Weiskrantz and Argyle, then, and then only, will it be fitting for them to disparage the work of their fellows.

All in all I doubt whether the book will have much influence on the central tradition of psychological inquiry in this country.

B. A. FARRELL

This week's reviewers

Dr Peter Burke is reader in intellectual history at the University of Sussex.
Clare Cross is senior lecturer in history at the University of York. She is author of *Church and People 1450-1660*.

Brian A. Farrell is reader in mental philosophy at Oxford.

Dr Richard Geary is lecturer in French and German Studies at Lancaster University.

Stephan Körner is professor of philosophy at the University of Bristol.

Norman McCord is professor of history at the University of Newcastle. Walter Minchinton is professor and head of the department of economic history, University of Exeter. Dr A. J. Nicholls is a fellow of St Antony's College, Oxford.

Dr M. Heather Tomlinson was research assistant to the Penal Research Unit, Oxford.



Girls at Birmingham Blue Coat School at a picnic in 1910, one of many fascinating pictures in *Charity* by Phyllis Cunningham and Catherine Lucas, published by A. & C. Black at £8.50.

Intuitive mathematics

Elements of Intuitionism
by Michael Dummett with the assistance of Roberto Minio
Clarendon Press: Oxford University Press, £9.00
ISBN 0 19 853158 3

Apart from its intrinsic interest as an account of the nature and foundations of mathematics, intuitionism is for at least two reasons particularly relevant to the contemporary situation in mathematics, the philosophy of mathematics and—since the philosophy of mathematics is not an isolated part of philosophy—to philosophy in general.

First, unlike its main competitors, which in one way or another attempt a justification of the logical-mathematical status quo, intuitionism demands the dismantling or reconstruction of large parts of classical mathematics and even the replacement of its underlying logic by another. Second, the crises which affected Frege's logicism and Hilbert's formalism as a result of Russell's antinomy and Gödel's undecidability theorems left intuitionism unimpaired and indeed added to its credibility.

Yet in spite of the mathematical and philosophical importance of intuitionism, there exist comparatively few systematic and elementary expositions of its logical, mathematical and general philosophical doctrines. Dummett's excellent book is intended to provide such an exposition, especially of intuitionistic logic. But his book is not merely expository. It includes also the outline of a constructive theory of meaning and an examination of the claim that intuitionistic logic and mathematics constitute not only a feasible but the only tenable logico-mathematical system.

Brouwer and his followers claim

that intuitionism combines two basic insights or theses. One is the negative thesis that classical mathematics and its underlying logic must be rejected because they are based on the mistaken assumption that mathematical sentences, if true, describe a mind-independent mathematical reality, as well as on the implied or additional, but equally mistaken, assumption that there exist actual infinite totalities such that our thinking about them is subject to the same rules of (classical) logic as our thinking about finite totalities. The other is the positive thesis that mathematics is, and is nothing but, an activity of mental constructions, including in particular the construction of infinitely proceeding sequences or choice sequences and that this activity together with its underlying (non-classical) logic can be clearly grasped and clearly formulated.

In dealing with the positive thesis, Dummett first of all gives examples from the intuitionistic counterparts of classical arithmetic and functional analysis and thereby illustrates the fertility of intuitionistic mathematics within the *prima facie* crippling constraints of intuitionistic logic—a circumstance which would by itself justify his subsequent close and detailed examination of this logic. Intuitionistic logic differs from classical logic by rejecting the law of excluded middle and the principle which are deductively equivalent to it. The rejection is based on conceiving mathematical truth and falsehood as provability and refutability in a sense of these terms in which not every mathematical sentence is either provable or refutable. This sense as well as the other characteristic features of intuitionistic logic are clearly explained by Dummett who also provides a valuable survey of the pre-

sent state of inquiry into the nature and semantics of intuitionistic logic.

Dummett believes that the intuitionists' claim to the exclusive correctness of intuitionistic mathematics can only be upheld if it is justified for the conception of linguistic meaning implicit in it. This was not the view of Brouwer who regarded the mental constructions of mathematics as "language-less". However, the may be, Dummett's own theory of meaning fits in well with a constructivist view of mathematics and is of considerable philosophical interest. The theory resembles Frege's in providing each separate sentence with an individual meaning, determined by its constituents and the mode of their combination. It radically differs from Frege's theory by explaining the meaning of a sentence not by its mind-independent truth-conditions, but in the manner of Wittgenstein, by its use.

Dummett dismisses formalism and its implicit Kantian theory of meaning, which allows for a meaningful core and a meaningless shell of, e.g. a mathematical language without much discussion. Even so he finally arrives at an eclecticism which regards both constructivism and platonistic conceptions of meaning, mathematics and logic as tenable and useful. Such an eclecticism may seem rather unsatisfactory unless based on a theory which demarcates and explains the limits of the variety of competing systems within which the eclectic is justified in making his choices. To inquire into this question would, however, transcend the purpose and scope of Dummett's present, important and highly successful undertaking.

Stephan Körner

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OVERSEAS TEACHING POSTS

LECTURER IN ENGLISH LANGUAGE AND LITERATURE (Japan)

University of Tokyo.
Honours degree in English or History and university teaching experience required.
Salary: ¥186,000-¥381,000 per month (rate of exchange approx Yen442/£1 sterling).
Benefits: Two-year contract, renewable; installation and education grants. 78 PU 2

LECTURER IN ENGLISH (Zaire)

English Language Centre, Kinshasa.
To run ESP and general English courses and assist with teacher training. Degree, one-year University diploma in TEFL, substantial teaching experience including teacher training and/or ESP good French.
Salary: £4588-£5618 p.a. 10% increment.
Benefits: personal and children's allowances; free accommodation; two-year contract. 78 HO 66

LECTURER IN ENGLISH (Congo)

Institut National des Recherches et d'Action Pédagogiques, Brazzaville.
Duties include preparation of teaching materials, advising on English teaching at INRAP, schools, etc, organising refresher courses and lecturing at a teacher training institute.
Qualifications: Degree in English or Modern Languages and one-year postgraduate TEFL/TESL qualification. Experience in teaching English/French in African school or university.
Salary: £5047-£6179 p.a. (including 10% increment).
Benefits: Personal and children's allowances; free furnished accommodation; employer's portion of superannuation contribution. Two-year contract, renewable. 77 RE 17

Return fares are paid. Local contracts are guaranteed by the British Council. Please write briefly stating qualifications and length of appropriate experience, quoting relevant reference number and title of post, for further details and application form to The British Council (Appointments), 65 Davies Street, London W1V 2AA.

THE BRITISH COUNCIL

UNIVERSITY OF NEW ENGLAND
Armidale, New South Wales
DEPARTMENT OF HISTORYLECTURESHIP IN
MEDIEVAL HISTORY
(Readvertisement)
(PERMANENT TENURE)

The successful applicant will teach courses in Medieval History to undergraduate and postgraduate students. Encouragement will be given to the development of new areas of study as well research into special areas of interest. Applicants should be established Medievalists capable of assuming responsibility for lecture courses. Interests in any area of medieval studies are acceptable and a record of published research will be particularly looked for. Salary: \$A14,832-\$A19,282 p.a. Appointment will be made to the permanent staff but the University reserves the right to make this appointment probationary where it considers this appropriate. Conditions include assistance with travel and removal expenses. In addition, superannuation is available and assistance in buying or building a home. Study Leave grants are available and credit may be granted for existing Study Leave entitlement. Further information and application forms may be obtained from the Association of Commonwealth Universities (ACU), 26 Gordon Square, London WC1H 0PF or the Staff Office, University of New England, Armidale, New South Wales, 2351, Australia. Previous applicants need not reapply. Closing Date: 28 February, 1978.

KENYA
UNIVERSITY COLLEGE
A constituent College of University of Nairobi
Applications are invited for the post of
LECTURER IN THE
BOTANY DEPARTMENT

Candidates should have a Ph.D. in Plant Botany or Plant Physiology, with several years' University teaching experience. The appointee is expected to teach courses in Plant Botany and Physiology and also conduct research in his/her area of specialization. Experience in a teacher training institution will be an added advantage. Salary: KSh. 10,000 p.a. (KSh. 11,350 p.a. for married applicants). A full-time position with a salary supplement of KSh. 1,000 p.a. (KSh. 1,000 p.a. for married applicants) is available for a single appointee. The appointee will be expected to take all day and weekend classes and to supervise students and to be available for consultation. The appointee will be expected to take all day and weekend classes and to supervise students and to be available for consultation. The appointee will be expected to take all day and weekend classes and to supervise students and to be available for consultation.

BAYERO UNIVERSITY, NIGERIA

Applications are invited for the following posts in the ACCOUNTING AND BUSINESS ADMINISTRATION DIVISIONS of the DEPARTMENT OF MANAGEMENT SCIENCES: (a) Professor/Reader; (b) Senior Lecturer; (c) Lecturers. Applicants must possess specialization in one or more of the following areas for effective organization and implementation of teaching and research programmes in the Department: Accounting Division: (i) Accounting theory; (ii) Financial Accounting; (iii) Management Accounting; (iv) Cost Accounting; (v) Taxation and Computer Science; (vi) Banking; Business Administration Division: (i) Personnel Management and Industrial Relations; (ii) Public Management; (iii) Development Administration; (iv) Quantitative Methods, Statistics. Professor: N2,500 p.a. (N2,500 p.a. for married applicants). Senior Lecturer: N1,750 p.a. (N1,750 p.a. for married applicants). Lecturer: N1,000 p.a. (N1,000 p.a. for married applicants). Salary scale: N1,000-N2,500 p.a. (N1,000-N2,500 p.a. for married applicants). There may be supplementation of salaries for Senior Lecturer, Reader and Professor in range N2,100-N2,500 p.a. (salaries for married applicants and N2,100-N2,500 p.a. (salaries for single appointees) toward their reports early under confidential cover. The appointee will be expected to take all day and weekend classes and to supervise students and to be available for consultation. The appointee will be expected to take all day and weekend classes and to supervise students and to be available for consultation. The appointee will be expected to take all day and weekend classes and to supervise students and to be available for consultation.

ABERYSTWYTH
THE UNIVERSITY COLLEGE
OF WALES

Department of Chemistry
Applications are invited for the post of

PROFESSOR
OF
CHEMISTRY

to commence on 1st October, 1978.
Salary within Professorial range.
Further particulars available from the Registrar, Old College, Aberystwyth, Dyfed, to whom applications (12 copies) and the names and addresses of three referees should be sent by 13 February, 1978.

Australian National
University
REGISTRAR

The Council invites applications from persons with suitable administrative background and, desirably, of wide experience in relation to tertiary education for appointment to the position of Registrar to the University.
The salary is \$A31,248 per annum.
The University provides reasonable travel and removal expenses and assistance with housing. The appointee will be required to contribute to the Commonwealth Superannuation Scheme. Further information may be obtained from the Vice-Chancellor, Australian National University, Post Office Box 4, Canberra, A.C.T., 2600, to whom applications should be addressed as soon as possible.

UNIVERSITY OF
STRATHCLYDE

Applications are invited for a

Temporary
Lectureship

for a period of three years from 1st October, 1978, in the DEPARTMENT OF POLITICAL SCIENCE. Applicants should have a research interest in the contemporary politics of the United Kingdom, policy studies, or in comparative Western politics. Salary scale £3333-£6666 per annum (under review), with pension and superannuation benefits. Applications should be sent to the Registrar, University of Strathclyde, Royal College Building, 204 George Street, Glasgow G1 1KW, with whom applications should be lodged by 10th February, 1978.

THE UNIVERSITY OF STRATHCLYDE
SCHOOL OF MANAGEMENT
Applications are invited for the post of
LECTURER IN MARKETING
with effect from the 1st October, 1978.
Further details and applications should be sent to the Registrar, University of Strathclyde, Royal College Building, 204 George Street, Glasgow G1 1KW, with whom applications should be lodged by 10th February, 1978.

Universities continued


La Trobe University
LECTURERS
(2 positions)
DEPARTMENT OF
POLITICS

Applications are invited for the following posts, for which applications close on the dates shown. SALARIES (unless otherwise stated) are as follows: Professor £31,280 p.a.; Senior Lecturer £22,000 p.a.; Lecturer £16,000 p.a. Further details, conditions of appointment for each post, method of application and application form, where applicable, may be obtained from the Association of Commonwealth Universities (April), 38 Gordon Square, London WC1H 0PF.

University of Sydney
LECTURER IN
ORGANIC
CHEMISTRY

Applicants must have research experience in a specialist area of Organic Chemistry.
 March 30, 1978.

Monash University
LECTURER IN
EDUCATIONAL
ADMINISTRATION

Applicants should possess a higher degree, preferably a doctorate, in educational administration in addition to experience in educational research. A broad background in administrative theory as well as specialist knowledge in one or more areas would be desirable. Experience in supervision of staff candidates would be an advantage. Salary, \$14,500 p.a. in 1979/80.
 February 17, 1978.

Australian National
University
SENIOR RESEARCH
FELLOW
CENTRE FOR
RESEARCH ON
FEDERAL
FINANCIAL
RELATIONS

The Centre for Research on Federal Financial Relations, which is financed by grants from the Australian Commonwealth Government, is directed by Professor R. L. Mathews. The Centre undertakes research and publishes the results of research on all aspects of Australian intergovernmental financial relationships and on fiscal federalism in other federations. Applicants should be well qualified to undertake research in public economics, experience in the field of fiscal federalism is desirable. Appointment is for two years in the first instance, with the possibility of extension on an annual basis to five years. March 15, 1978.

UNIVERSITY COLLEGE, GALWAY, IRELAND
Department of Physics
Post-Doctoral Fellowship
or Research Assistantship

For work on a project involving an investigation of the role of lead and possibly other pollutants in motor vehicle exhaust in the nucleation of ice in the atmosphere. Support for the post which is tenable until the end of 1978 will come from the National Science Council. Salary will be payable at the following rates: —

Qualification	Rate
Doctorate	£1,200 p.a.
Master's Degree	£1,000 p.a.
Primary Degree	£800 p.a.

Applications, including a full curriculum vitae and the names of two referees should be sent to the Department of Physics, University College, Galway, from whom further details are available.

Opening anticipated for a senior level appointment.
Areas of concern:

- 1) experience teaching at Graduate level and good publication record required;
- 2) dramatic literature/theory;
- 3) stress on Continental drama and/or non-Western drama preferred.

Ph.D. required. Résumé and/or placement files requested to be sent by deadline of March 1, 1978. An Equal Opportunity/Affirmative Action Employer. Correspondence and résumé should be sent to: Department Chairman, Department of Dramatic Art, University of California, Santa Barbara, Ca. 93106, U.S.A. Deadline to apply is March 1, 1978.

PAPUA NEW GUINEA
UNIVERSITY OF TECHNOLOGY
ASSOCIATE
BURSAR

Applications are invited for the above-mentioned appointment. Responsibilities of the post, which is within the Registrar's Department, include overall administrative control of the financial and business functions of the University; preparation of the annual budget and financial statements; and the day-to-day direction and control of the University's accounts system, which currently comprises an accountant and 15 staff. There will also be a strong emphasis on the training of Papua New Guinea national staff within the accounts section.

The successful applicant will hold a formal qualification in accountancy or related field, a tertiary qualification would be considered an advantage. It is essential that applicants have an appreciation of the structure and functions of a tertiary institution, this either by having herself having successfully completed a tertiary course of study, or through experience as a member of staff of a university.

Applicants should have had a number of years experience as a financial manager/accountant of a viable organisation, or at a senior level in an appropriate area within Government, or in a tertiary institution within the financial area of a teaching establishment. It is essential that applicants have had some experience in the training of junior staff, and a period of service overseas would be regarded as an added advantage.

Salary, which is paid in Kina, will commence at K19,188 (K equals approx. 100 pence) in addition to an allowance of K1,300 (single). K2,300 (marriage) will be payable annually. Conditions of appointment will be for a two-year period, with the possibility of extension to a permanent position, six weeks leave per year with full pay, and a gratuity on termination. Further particulars and application forms may be obtained from the Registrar, U.M.I.S.T., P.O. Box 68, Manchester M20 1QD, by quoting the appropriate reference. Closing date for applications: 10th February, 1978.

The closing date for applications is February 19, 1978.

UNIVERSITY OF
THE WEST INDIES
BARBADOS

Applications are invited for the following posts: —

(1) Lecturer/Senior Lecturer in Computing Science

This duties will be primarily to manage the computer facility (based on ICL 1901A System) but will initially include some teaching in Mathematics, especially in options in the area of Computing Science at the undergraduate level. Initially the person appointed will be assigned to the Department of Mathematics in the Faculty of Natural Sciences, to the Head of which he/she will be responsible for teaching duties. The person appointed will be responsible to the Computer Management Committee through its chairman. Applicants should have adequate experience in operating and programming computers. Duties to be assumed by August 1, 1978, or as soon as possible thereafter.

(2) Lecturer/Assistant Lecturer in Economics
 Consideration for it will not be restricted to any particular area of specialization, but the applicant should have adequate facility in the use of Mathematics and Statistics. Competence to teach will be an advantage. The person appointed will be responsible for teaching duties in the Department of Economics. Microeconomic Analysis, Public Economics, Development Planning, Agricultural Economics and Operations Research. Duties to be assumed by October 1, 1978.

(3) Research Fellow in the Institute of Social and Economic Research (EC)
 The appointment will be for two years in the first instance. Candidates should be qualified in the field of Social Sciences or a closely related discipline and should have a background in survey techniques and quantitative analysis. Experience in multidisciplinary research would be regarded as an added asset. Duties to be assumed by October 1, 1978. Salary Scale: Senior Lecturer, \$20,528.82 p.a. to \$25,528.82 p.a.; Lecturer/Research Fellow, \$15,528.82 p.a. to \$20,528.82 p.a.; Research Fellow, \$10,528.82 p.a. to \$15,528.82 p.a. (all sterling equals \$20,528.82 p.a.). Further details and application forms may be obtained from the Registrar, University of the West Indies, Cave Hill, P.O. Box 64, Bridgetown, Barbados. The University will send further particulars for the post to all applicants. These particulars may also be obtained from the Inter-University Council for Higher Education Overseas, 80/81 Tottenham Court Road, London W1P 0DT, England.

UNIVERSITY OF LONDON
Institute of Education
Deputy Director

Director: William Taylor, B.Sc., Econ., Ph.D., D.Sc., F.C.P.
 The post of Deputy Director of the Institute of Education will become vacant with the retirement of Dr. Ian Michael, CBE, BA, D.Lit. Applications are invited for appointment to this post with effect from 1 October, 1978.

The Deputy Director acts for the Director in all matters affecting the administration, teaching and research work of the Institute. The person appointed will be expected to have had a wide range of experience in the service of education, including the education and training of teachers, and in the exercise of senior administrative responsibility. To have held a professional or equivalent post in a University will be an advantage. Salary not less than £10,000 per annum, plus London Allowance and membership of the Universities Superannuation Scheme. Further particulars are available from the Secretary, University of London Institute of Education, Bedford Way, London WC1H 0AL. Completed applications should be sent as soon as possible and not later than 20 February 1978, to the Secretary, Mr E W Earle, BA, marked 'Personal'.

THE UNIVERSITY OF MANCHESTER
INSTITUTE OF SCIENCE AND TECHNOLOGY
LECTURERS IN THE DEPARTMENT
OF MECHANICAL ENGINEERING

Applications are invited for lecturers in the Machine Tool Division to assist with the new UGC sponsored Four Year Undergraduate Course in Manufacturing Engineering and Management, with the Teaching Company Scheme and with the undergraduate engineering courses and research carried out by the Division. Applications are invited for candidates of either sex in either of the following areas, but outstanding candidates in other areas of Manufacturing Engineering will also be considered, for example, Design or Engineering Materials.

Lecturer in Manufacturing Systems

(Ref. ME/18/CJ)
 Duties will include assistance in the development of teaching and research in the field of the hardware and software of NC and computer assisted manufacturing systems. An understanding of the design and development of CNC systems or real-time interactive micro-computer systems for process control would be helpful.

Lecturer in Production Systems and

Utilisation of Machine Tools
 (Ref. ME/19/CJ)

Duties will include assistance in the development of teaching and research in the field of production systems, including shop organization and layout, plant utilization, plant selection, etc. Much of the associated research work is industry based. Industrial experience is essential.

One appointment will be to an established post, the other will be for three years. In the first instance, with the intention, should it be financially possible, to absorb the post on a permanent basis.

Salary will be on the scale £3,333-£6,855, although commencing salary will probably be not more than £5,827 p.a.; in exceptional cases a higher starting salary may be possible. An understanding of the nature of production systems and the level of automation offered. Further particulars and application forms may be obtained from the Registrar, U.M.I.S.T., P.O. Box 68, Manchester M20 1QD, by quoting the appropriate reference. Closing date for applications: 10th February, 1978.

The University of Calgary
FACULTY OF SOCIAL
WELFARE
The University of Calgary

The University has a reputation of about 12,000 students and a total faculty in excess of 400. The Faculty of Social Welfare has about 200 full-time, 120 part-time and 40 graduate students with a full-time faculty equivalent in excess of 30 positions. Included in the University's enrolment are about 60 full-time and 30 part-time students and five faculty.

Applications are invited for three positions at the rank of Assistant and Associate Professor. At least one of the positions requires a Ph.D. degree in Social Welfare or a member of the faculty group associated with the programme there.

Applicants are expected to demonstrate knowledge and competence in social welfare and practice experience. Responsibilities include undergraduate and graduate teaching and supervision of graduate students. Research and research teaching and supervising team activities in teaching and research would be an asset.

Salary dependent on qualification. Appointments to take effect August or September, 1978. Interested persons should make application to: F. H. Tyler, Dean, Faculty of Social Welfare, University of Calgary, Calgary, Alberta.

UNIVERSITY OF SINGAPORE
CHEMICAL ENGINEERING

Applications are invited for teaching appointments in the Department of Chemical Engineering. Candidates should possess postgraduate qualifications and have relevant teaching/research/industrial experience. Preference will be given to those who are able to teach in one or more of the following areas: PROCESS CONTROL; THERMO-DYNAMICS; PLANT DESIGN; FOOD TECHNOLOGY; PETROCHEMICAL PROCESSING. Gross monthly emolument in the range from \$81,420 to \$85,045 approx. The initial amount depending on the candidate's qualifications and experience and the level of appointment offered. In addition, the University pays a 13th month annual allowance of one month's salary in December of each year. Leave, medical, housing and provident fund benefits are also available. Candidates should write to: The Registrar, University of Singapore, Singapore 10, giving curriculum vitae (bio-data), with full personal particulars and also the names and addresses of three referees.

THE QUEEN'S COLLEGE, GLASGOW
1 Park Drive, Glasgow G3 6LP
HEAD OF DEPARTMENT
OF PHYSIOTHERAPY

(Re-advertisement)
 Salary: £8,892 per annum (including supplements awarded under Parts I & II of the Pay Policy). Further details and forms of application may be obtained from The Principal, to whom completed forms should be returned by Tuesday, 28th February, 1978.

Universities continued

UNIVERSITY OF SINGAPORE
ENGINEERING

Applications are invited for lecturers in the Faculty of Engineering from each of the following areas: CIVIL ENGINEERING, Mechanical Engineering, Electrical Engineering, Chemical Engineering, Industrial Engineering, and Environmental Engineering. Candidates should have a Ph.D. degree in one of the above areas and should have had research or teaching experience in the field of the subject. Applications should be sent to: The Registrar, University of Singapore, Singapore 10, giving curriculum vitae (bio-data), with full personal particulars and also the names and addresses of three referees.

BRITISH LIBRARY OF POLITICAL
AND ECONOMIC SCIENCE

Applications are invited for appointment as CHIEF CATALOGUER of the British Library of Political and Economic Science at the London School of Economics, from 1 August, 1978, to 31 July, 1980. The appointment will be for three years, renewable. The successful candidate will be responsible for the overall management of the library, including the acquisition, classification, cataloguing, and maintenance of the collection. The library is a major research resource for the study of political and economic science. The successful candidate will be expected to have a high level of professional competence and experience in library management. Applications should be sent to: The Registrar, University of London, 100 Brookings Drive, Suite 100, Brookings, New York, N.Y. 10012, U.S.A. Closing date: 10 February, 1978.

ABERYSTWYTH
THE UNIVERSITY COLLEGE
OF WALES
Department of History

Applications are invited for the post of

LECTURER

tenable from October, 1978. Candidates should have a special interest in Modern History after 1800. Salary: £3,333-£6,855 per annum (under review).

Application forms and particulars available from the Registrar, Old College, Aberystwyth, Dyfed, to whom applications (12 copies), and the names and addresses of three referees should be sent by 13 February, 1978.

HERIOT-WATT
UNIVERSITY
DEPARTMENT OF
ECONOMICS
TEMPORARY
LECTURER
IN MODERN
BRITISH HISTORY

The post is for one year, renewable, from 1 April, 1978. The person appointed will be responsible for teaching and supervising students in the Department of Economics. The successful candidate will be expected to have a high level of professional competence and experience in teaching and supervising students. Applications should be sent to: The Registrar, Heriot-Watt University, Riccarton, Edinburgh EH14 4AS, Scotland. Closing date: 10 February, 1978.

Further particulars and application forms may be obtained from the Registrar, Heriot-Watt University, Riccarton, Edinburgh EH14 4AS, Scotland. Closing date: 10 February, 1978.

Applications (12 copies) including curriculum vitae and names and addresses of three referees should be sent to: The Registrar, Heriot-Watt University, Riccarton, Edinburgh EH14 4AS, Scotland. Closing date: 10 February, 1978.

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THE UNIVERSITY OF
PAPUA
NEW GUINEA

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ASSOCIATION OF
COMMONWEALTH
UNIVERSITIES

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GLASGOW
UNIVERSITY

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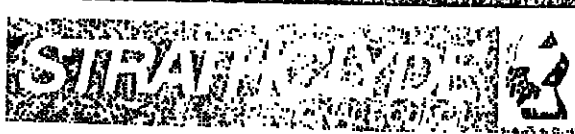
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Colleges and Institutes of Technology
continuedDEPARTMENT OF EDUCATION
FURTHER EDUCATION

Applications are invited for the undernoted posts at Glasgow College of Technology, Cowcaddens Road, Glasgow G4 0BA.

Lecturer 'A' in Personnel

To teach on Diploma and Degree courses at undergraduate, post-graduate and post-experience levels. Applicants must be graduates preferably in Social Sciences. Experience in personnel management is essential and a professional qualification desirable. Research and consultancy are encouraged.

Lecturer 'A' in
Production Management

To teach on Diploma and Degree courses at undergraduate, post-graduate and post-experience levels. Applicants must be graduates. Experience in Production Management is essential and membership of a major professional institution is desirable. Research and consultancy are encouraged. Salary Scale: Loc. 'A' £3216 (£478*)—£5012 (£511*) Bar—£5495 (£511*). Placing on the salary scale will be given for relevant experience. *Figures in brackets are Phase I and Phase II supplements which should be added to the salaries shown. Forms of application and further particulars can be obtained from the college to whom completed application forms should be returned not later than 3rd February, 1978. Edward Miller, Director of Education.

BOLTON INSTITUTE OF TECHNOLOGY
MANAGEMENT AND BUSINESS STUDIES
DEPARTMENT

LECTURER II IN LAW

Applications are invited for the post of Lecturer II in Law. The successful candidate will be expected to contribute to the teaching of a team, to the general development of the department's work in Law throughout the department, and to contribute as a member in both Business Studies and Management Studies. The main teaching commitment is in Law and Public Administration on Higher National courses and Management Studies. Applicants should be appropriately qualified and have relevant experience. Interview applicants who would like an informal discussion of the details of the appointment prior to making a formal application are invited to contact Mr. T. J. Squires, Head of Department (Bolton 28951, ext. 229). Salary Scale: £3,744-£5,986 per annum. Application forms and further details can be obtained from the Bolton Institute of Technology, Deane Road, Bolton BL3 6AB, to whom completed applications should be returned within two weeks from the date of this advertisement.

BOLTON INSTITUTE OF TECHNOLOGY
CHIEF ADMINISTRATIVE OFFICER
AND CLERK TO THE GOVERNORS

Applications are invited for the post of Chief Administrative Officer and Clerk to the Governors. Candidates should be either graduates or have an equivalent professional qualification. They should have had extensive administrative experience preferably, but not necessarily, in a major institution of higher education. Salary scale £5,154-£5,718 p.a. (plus £208.56 p.a. supplement). Application forms and further details from the Clerk to the Governors, Bolton Institute of Technology, Deane Road, Bolton, BL3 6AB, to whom completed applications should be returned by 3rd February, 1978.

Administrative Assistant

Salary Scale £4,137-£4,407 plus pay supplement of 5 per cent per annum

The Local Government Training Board is seeking an Administrative Assistant to head a section of the examinations department concerned with examinations for the local government service. The duties will include the preparation of examination material, the marking of answers, the preparation of examination results, and the preparation of examination material for the local government service. The successful candidate will be given preference in the local government service. The post will be subject to local government conditions of service and superannuation. For further details and an application form please apply to: The Personnel Assistant, Local Government Training Board, 8 The Arcade Centre, Luton, LU1 2TS. Closing date for return of completed application forms 10th February, 1978.

THE OPEN UNIVERSITY

THE UNIVERSITY

ADMINISTRATIVE ASSISTANT

Applications are invited for the post of Administrative Assistant in the Department of Education. The successful candidate will be responsible for the day-to-day administration of the department, including the preparation of reports, the management of correspondence, and the organization of meetings. The successful candidate will be given preference in the local government service. The post will be subject to local government conditions of service and superannuation. For further details and an application form please apply to: The Personnel Assistant, Local Government Training Board, 8 The Arcade Centre, Luton, LU1 2TS. Closing date for return of completed application forms 10th February, 1978.

LIVERPOOL

THE UNIVERSITY

ADMINISTRATIVE ASSISTANT

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Colleges of Further Education

SCOTTISH COLLEGE OF TEXTILES
Department of Management StudiesLECTURER IN
BEHAVIOURAL SCIENCE

Applications are invited from persons with an appropriate honours degree. Membership of the Institute of Personnel Management or possession of a higher degree in management studies would be an advantage. Duties will include lecturing in psychology and sociology to S.H.N.D., I.P.M., degree and post-degree-level students, assisting in the preparation of C.N.A.A. programmes and contributing to departmental research activities. Salary scale £3,688-£6,999 (Bar £6,516). Application forms, available from Head of Department, Management Studies, Scottish College of Textiles, Galashiels. Tel: Galashiels 3351, to be returned completed not later than Friday, 3rd February, 1978.

Department of Social Studies
Selly Oak Colleges
Birmingham B29 6LEPRINCIPAL
LECTURER IN
SOCIAL WORK
(Readvertisement)

Applications are invited for the post of Principal Lecturer in Social Work to head the teaching team in a newly approved course for undergraduates leading to the Certificate of Qualification in Social Work (Residential and Day Services). Applicants should preferably be graduates, professionally qualified, with good experience of teaching at degree/degree level and of social work practice in appropriate fields. Experience of work with the elderly, handicapped, or day services in general, and interest in post-qualifying studies would be advantageous. Salary: Principal Lecturer £5,940/£7,578+£492 supplement. Further details and application forms available from: Mrs. Diane Bowen, Secretary, Department of Social Studies, Selly Oak Colleges, Birmingham B29 6LE.

Appointments
Wanted

UNIVERSITY GRADUATE

one 30, with great Highland seeks recovery into administrative work. The successful candidate will be given preference in the local government service. The post will be subject to local government conditions of service and superannuation. For further details and an application form please apply to: The Personnel Assistant, Local Government Training Board, 8 The Arcade Centre, Luton, LU1 2TS. Closing date for return of completed application forms 10th February, 1978.

Courses

University of London
Extra-Mural Studies

Applications are invited for the following two-year part-time courses beginning in October, 1978:

Certificate in
Student Counselling

This course is offered in conjunction with the University of London Health Service and is intended for people already engaged in counselling higher education students and wishing to extend their knowledge and skill in this field.

Diploma in
Adult Education

This course is intended for serving teachers, administrators and organizers with experience of adult education, making a career in this field. Both courses require attendance on one day a week for 30 weeks in each of two academic years, plus short periods of residential study. For particulars and application forms apply, in the case of the Certificate in Student Counselling to Miss E. Noonan, B.A. (closing date March 17, 1978) and the Diploma in Adult Education to Miss E. M. Monkhouse, B.A. (closing date April 1, 1978) both at the Department of Extra-Mural Studies, 2 Russell Square, London WC1B 5DQ.

UNIVERSITY OF LONDON
INSTITUTE OF EDUCATIONDIPLOMA IN EDUCATIONAL
ADMINISTRATION

Applications are invited for the course leading to the University of London Diploma in Educational Administration for October 1978. This is a two-year course extending over two academic years: week in the first year and on one day each week in the second year. The course is designed for those with or without prior, substantial and other educational institutions; and suitable for officers in Local Education Authorities and those responsible for administrative and managerial aspects of the education system in its political, administrative and institutional settings, the assessment and use of modern management methods, and the analysis of work and organization. Some specialist facilities will be available in the fields of primary, secondary and higher education. Each student will be required to undertake an individual study relevant to the field of administration in which he or she is working. Further details and application forms obtainable from the Academic Registrar, University of London, Institute of Education, 26 Bedford Way, London WC1B 9AL. Applications should be received by March 15, 1978. They should not be delayed until the applicant's employer has decided whether to give financial support.

NOTTINGHAM

THE UNIVERSITY

SCHOOL OF AGRICULTURE

M.Sc. COURSE IN MEAT

SCIENCE

Applications are invited from

graduates in appropriate

subjects normally in Agriculture,

Veterinary Science, or

Food Science, for admission

to an advanced course of

study leading to the degree of

M.Sc. in Meat Science, which

is of one year's duration, and

includes production of meat

animals, physiology of meat

animals, animal health and

meat inspection, community

science, marketing and

legislation. The course is

designed to provide those having

appropriate scientific training

with specialist knowledge

of meat which they would be

suitably qualified to accept

responsibility for the scientific

control of meat at a community

level.

Further details may be

obtained from the Secretary

(M.P. Scheme of Agriculture,

Baton, Nottingham, Loughborough,

Leicester, Leicestershire.

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Holidays and
AccommodationHOMES FOR EXCHANGE
OR RENTAL

Private home exchanges, holidays, or rental. Contact: 01-457 5338

PEACE AND CALM

Midlife estate overlooking River Thames. Sleeps 24. 1000 weekly. Call: 01-457 5338

Awards

HISTORICAL RESEARCH
AWARDS

Applications are invited from U.K. students for grants in aid of completion of advanced historical work research projects for their degree or towards the costs of publication of such work. Particulars (Form S.E. 100) from The Secretary (1), Twickenham Foundation Awards, c/o Institute of Social Research, University of London, 20-21 Bedford Way, London WC1B 3PL.

General Vacancies

LONDON, W.1

Private college requires up to 100 part-time teachers in English, Maths, Science, History, Art, Music, PE, etc. Salary: £10,000-£15,000 p.a. Tel: 01-457 5338

Overseas

AUSTRALIAN MARITIME COLLEGE

Senior
Academic Staff

The AUSTRALIAN MARITIME COLLEGE is presently being established at Launceston, Tasmania as a corporate college of advanced education to provide marine education and professional training courses for the maritime, fishing and associated industries commencing at cadet level. As the national college, it will be the only one of its kind in Australia. It is envisaged that the college will co-operate with the nearby College of Advanced Education and the Technical College in the provision of courses and the sharing of certain facilities. Launceston, with a population of 65,000, is the major centre for the northern part of Tasmania. It has direct sea and air links with the mainland, offers a wide range of activities and amenities, and has a pleasant, temperate climate. It is anticipated that the following POSITIONS will be created during 1978, in order that the incumbents can contribute effectively to the planning and initial development of the college.

Head: Department of Nautical Science

—to lead the development of the full-time diploma and degree programmes, which will incorporate the theoretical requirements for the deck officer certificates of competency. (NOTE: It is anticipated that service subjects such as mathematics and general science will be provided at the adjacent College of Advanced Education.)

Head: Department of Specialist Training

—to lead the development of a wide range of short specialist training courses, seminars, workshops, etc., and to develop programmes for management and industrial relations training.

Head: Department of Marine and Electrical Engineering

—to lead the development of both the full-time and open professional training programmes, including the practical requirements for the marine engineer certificates of competency. (NOTE: It is anticipated that major parts of the

diploma and degree programmes will be provided at the adjacent College of Advanced Education.)

Head: Department of Radio and Communication Engineering

—to lead the development of both the full-time programme and open programme. This will incorporate the present requirements for the radio officer certificate of proficiency and also provide for the maintenance of radio and navigation electronic equipment.

Head: Department of Fisheries

—to establish, and lead the development of, both the full-time programme (diploma/certificate) and open programme (short specialist courses, seminars, workshops, etc.), including the requirements for certificates of competency for commercial fishermen, and a wide range of short courses for the fishing industry.

The SALARY levels for the above positions have still to be determined but—depending upon the degree of responsibility involved in each position, and the qualifications and experience of the successful applicant—it is anticipated that they will lie within the range \$19,875-25,975. (At present rate of exchange £1 = \$A1.70).

CONDITIONS include four weeks annual leave and eligibility to apply for Australian Government Superannuation. Assistance may be available with housing. Fares for the appointee and family, reasonable removal costs, and a settling-in allowance will be paid.

ENQUIRIES are invited from suitably qualified and experienced persons. Full particulars—including qualifications and professional status, experience, present position, the names and addresses of two referees and earliest date upon which the applicant could take up duty if selected—should be supplied to the Secretary, Interim Council, Australian Maritime College, Department of Education, 450 St. Kilda Road, MELBOURNE, Vic. 3004 AUSTRALIA by 31 March 1978.

General Vacancies

Graduate
Recruitment &
Liaison Officer
£4485-£5785 p.a. inc.

We wish to appoint a Graduate Recruitment and Liaison Officer for the Manpower Resources Section of the Personnel Management Department at our Headquarters in London.

The main duties of the post are associated with the recruitment of graduates and liaison with Universities, together with the administration of the Industry's Scholarship Schemes particularly the Board's Scholars. The successful candidate will be involved however with the other aspects of the Section's work especially staff performance appraisal and staff development.

The post calls for the ability to think clearly under pressure and to communicate effectively with Board and university staff at all levels. Candidates should have a good educational background preferably to Degree or professional membership level.

Applications stating full relevant details and present salary to the Group Personnel Officer, CENTRAL ELECTRICITY GENERATING BOARD, Sudbury House, 15 Newgate Street, London EC1A 7AU, as soon as possible. Quote Ref. THES/313P.

General Vacancies

LONDON, W.1

Private college requires up to 100 part-time teachers in English, Maths, Science, History, Art, Music, PE, etc. Salary: £10,000-£15,000 p.a. Tel: 01-457 5338

Colleges of Higher Education

FACULTY OF CREATIVE ARTS

Senior Lecturer
in Drama

Required as soon as possible

The College is looking for a lively specialist with professional stage experience and an appropriate academic background who will lead the Drama work of the Faculty and assume responsibility for guiding a new Drama degree through to C.N.A.A. validation. Salary: Senior Lecturer's scale £5,523-£6,909 p.a.

Details and application forms obtainable from the Clerk to the Governors, Crewe + Alsager College of Higher Education, Crewe Road, Crewe, CW1 1DU, to whom they should be returned by Wednesday, 15th February, 1978.

Crewe + Alsager College
of Higher EducationFACULTY OF EDUCATIONAL AND
PROFESSIONAL STUDIESReader in
Educational Research
and Development

Required as soon as possible

Candidates should have high academic qualifications and the ability, professional experience and personality to enable them to make a major contribution to teacher education within the College. The person appointed must be experienced in the supervision of Educational Research and will be required to lead and initiate appropriate research programmes. The successful candidate will be responsible for the development of an M.Ed. degree. Salary scale: Reader £6,432-£8,070 p.a.

Application forms and further particulars may be obtained from the Clerk to the Governors, Crewe + Alsager College of Higher Education, Crewe Road, Crewe, CW1 1DU (Tel. Crewe 536861), to whom they should be returned not later than 15th February, 1978.

Crewe + Alsager College
of Higher Education

Royal County of Berkshire

Bulmershe College of Higher Education

Appointment of

PRINCIPAL

The present Principal, James F. Potts, has recently been appointed Director of the Commonwealth Institute.

The salary for the post is £10,734 p.a. and there are substantial increments. The successful applicant will be required to take up the appointment by 1st September, 1978. Closing date for applications (no forms) will be 3rd February, 1978. Further details may be obtained from the Clerk to the Governors, Bulmershe College of Higher Education, Woodlands Avenue, Reading, RG6 1HY. Telephone: Reading (0434) 65887.

General Vacancies

FIELD STUDIES COUNCIL

WARDEN / DIRECTOR OF

STUDIES required at

University of

Reading, for

the post of

Warden /

Director of

Studies

required at

University of

Reading, for

the post of

Warden /

Director of

Studies

required at

University of

Reading, for

the post of

Warden /

Director of

Studies

required at

University of

Reading, for

the post of

Warden /

Director of

Studies

LANCASHIRE
FACULTY OF CREATIVE ARTS

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in Drama

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Crewe + Alsager College

of Higher Education

Further

OVERSEAS

VACANCY

Appears on

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